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PERMANENT ADDRESS:

c/o G.W. Erickson
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Alberta

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THE UNIVERSITY OF ALBERTA

PSYCHOLOGY IN HUMAN RELATIONS
-- A PROGRAM FOR SPECIAL STUDENTS

(C)

by

BONNIE FAY HAAVE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION IN COUNSELING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING, 1976

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Psychology in Human Relations -- A Program for Special Students" submitted by Bonnie Fay Haave in partial fulfilment of the requirements for the degree of Master of Education in Counseling Psychology.

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Supervisor

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Date .Dec/75....

ABSTRACT

This thesis was written to provide a basis for a human relations curriculum for special education students. The program was based on the assumptions that every child has the right to develop his potential as a human being, that humanizing begins with faith in the value, dignity, and worth of the individual, and that every individual has the capacity of learning and growing in understanding himself and others.

This human relations program was developed from an examination of relevant theories, research, and existing programs such as Developing Understanding of Self and Others (DUSO), Human Development Program (HDP), Focus on Self Development (SRA), and Perspectives for Living (PFL). Portions of these programs were adapted or expanded in order to meet the needs of the special education student.

The program has been taught successfully in the school in an institution for emotionally disturbed children, as well as a special vocational high school for students who have had problems adjusting to the regular school stream. In addition to learning problems, many of these students have had problems with the confusion and diffusion of self concept, values, and human relationships. This human relations program was designed to provide teachers with the means to give these students the opportunity to examine their values, understand themselves, and become aware of and improve their relationships with others.

This program was designed to be flexible and open ended, but readily adaptable to the specific needs of each special education class by the teacher involved. The teacher must have assessed the needs of the class and adjusted the units of study and materials accordingly.

These units of study and the materials included were selected for their appropriateness for special education students.

Special considerations for implementation of the program have included discussion of the program with the school administration and other professionals who may be involved, such as social workers; adaptation of the program to a general therapy program if necessary; selection of appropriate topics and materials; and an awareness of the special problems of the students.

This program has contributed to the total education of the special education student. In some situations it has contributed to the total therapy program of the students and may have shortened his stay in an institution. This program enhanced the chances of students' successes, both personally and as community members. As their self concept was strengthened by this program, the students became happier and more successful in school and their home environments.

The development of this human relations program was seen as a continuous process. This curriculum has been expanded and new materials and ideas were developed, and this process should continue as it is used by special education teachers. This study suggests a rationale, basic curriculum, and materials especially useful for special education. It has been recommended that this topic be the subject of further research.

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CHAPTER I

NATURE OF THE PROBLEM

I often think that no one cares about how I feel.
I wish they would try to understand me as they claim they
want to;
I wish they would listen to what I have to say and
Not think of what they want to say to me.

People are always claiming that they want to help me --
My parents, teachers, social workers --
All tell me this, but I wonder what they mean by help.
Is it to make me over to be like them?
This is not for me.

. . . . . .

Another thing -- I not only need an education,
I really want to learn.
School does not believe me when I say this
Because I stay home so frequently
And often do not do the work assigned.
I know that I must change if I am ever to get my diploma
But it is hard for me to be just a student
And follow rules, rules, rules.

I really don't belong in school --
But I need my diploma.
I'm not happy living at home --
But I can't move out with a baby,
I'd like to find a good job --
But I have no training.
I get that hollow feeling and then I wonder
Where do I go from here? (Konopka, 1966)

The purpose of this thesis was to outline a human relations program that would help students like this girl to understand the feelings she experienced, thereby leading her to an awareness of herself and how she related to others. One of the main assumptions underlying a program of this nature was that each individual has the

right to develop and understand his potential as a human being. This program was designed to provide an opportunity for children from selected atypical situations to achieve higher levels of awareness and self actualization. It was assumed that humanizing began with a profound faith in the value, dignity, and worth of the individual. It was also assumed that quality humanness could be learned and educators have accepted the responsibility to assist children from atypical situations in this learning process.

Several educators (Kirkendal, 1970; Gordon, 1970) have emphasized the importance of human relations education, such as the (DUSO) Developing Understanding of Self and Others (Dinkmeyer, 1970), family life education, (SRA) focus on self-development (Anderson, 1971), (HDP) Human Development Program (Bessell & Palomares, 1973), and (PFL) Perspectives for Living (1971). These programs contributed to, but did not fully meet, the demands of a human relations program for special students. The focus of this thesis was to outline a program specifically designed for children in atypical situations. The program, called Developing Awareness in Human Relations (DAHR), made reference to two specific situations in Edmonton, Alberta but it could have been applied to other special education classes.

The program has been implemented in Westfield, an institution for emotionally disturbed children, and at W. P. Wagner High School, a special vocational high school for students who have had problems adjusting to the regular stream in a public school system. Some of the varied environments that have contributed to the problems of these children have been described. These problems often included confusion and diffusion of self concept, values, and human relationships. The DAHR program was designed to provide teachers with a framework from which

these children could have the opportunity to examine their values, understand themselves, and become aware of and improve their relationships with others.

A relevant aspect considered when providing education for atypical children was that their values were rooted in emotion and were not easily amenable to change. Viable alternatives to their value systems rather than one middle class choice were presented. The student was encouraged to examine all the alternatives available to him and to develop his personal value system. Teachers must have realized that the values of the school were goals rather than prerequisites for learning, and that therefore each student must have been accepted as he was (Gordon, 1966).

This program was taught at Westfield as an optional class three times per week under the Edmonton Public School Board's Perspectives for Living program. At W. P. Wagner High School it was taught as a compulsory year one English-Human Relations course each day for one period. The existence of different viewpoints and the need to integrate, appreciate, and evaluate them was considered important in the program. The objective was to improve the quality of human relationships that sustain the individual. The goal of this program was to have enabled each child to identify his own set of values which was unique to, and congruent with his own personal experiences. In this special situation, human relations education was defined as a continuous process involving all life experiences in which the development of attitudes and conduct in interpersonal relationships contributed to the full development and happiness of the individual student. These children needed an intense program in

human relations to give them the skills and self confidence necessary to achieve self fulfillment.

This program was an adaptation of existing human relations programs. The very nature of the program has presented limitations but it could have been adapted for other special class situations by the teachers involved. The program was by necessity flexible, open ended, and had general guidelines adjustable to the needs of the students in the current situation. The intent of the curriculum was to assist the teacher in organization and long range planning.

Limitations inherent in the program included the lack of appropriate resource materials for this type of student, the more transient nature of the student population, the value systems of the students and teachers, and administrative problems in implementing the program. These and other problems were dealt with by the individuals involved in each special situation. This program was taught in such a manner that it made a contribution to the total treatment program in an institutional setting and to the success of the students in a special educational school. The long term implications included increased satisfaction and happiness of the students from the awareness and understanding of themselves and their interpersonal relationships.

Generally, children from atypical situations have been neglected in family life education programs. The middle class orientations of most human relations education was considered harmful to the special child if handled insensitively. Exceptional students needed human relations education as much as their counterparts in regular school settings, and as a result the program was modified to meet their special needs and desires.

The school has been acknowledged as a significant institution besides the family that has an influence on all children. Students in a special class have often been at a disadvantage in their family environment. These students needed an understanding of themselves and their relationships with others. The school has taken this responsibility. An examination of available programs has shown that no single one was appropriate for special class students. This thesis was designed to provide the teacher with a rationale, basic curriculum, and materials used in a human relations program for special students.

Organization of the Thesis

Following an introduction outlining the need for a human relations program for special class students, a review of literature, research, and related programs is discussed in Chapter II. Chapter III includes the assumptions of the program, relevant definitions, a description of the students for which the program was designed, and a description of the teachers involved in the program. Chapter IV includes the design, implementation, importance, and limitations of the program. Chapter V is a summary, an outline of what has been accomplished, and recommendations of the author of the thesis. In appendices to the thesis the questionnaires that were used to gather information about the students and a table of contents of resource materials for the program are included. These resource materials are available from the Edmonton Public School Board, the Department of Educational Psychology, and the author of this thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. THEORETICAL RATIONALE

". . . the individual is of primary importance and . . . therefore the main goal of education must be self actualization -- this is, the developing and using of one's capacities in a way that is satisfying both to one's self and to his relationship with others and the environment" (Educational Task Force, 1971). Theorists, such as Maslow, have emphasized the importance of a positive self concept as essential to human satisfaction. Success and positive feelings about oneself have been considered more essential in learning than a high I.Q. (Glasser, 1972). When a child has gained a positive sense of identity he has a better chance of learning how to relate effectively with others, achieve his goals, and make choices that will reinforce and enhance this self image.

Several psychological perspectives have been considered in designing the DAHR human relations program. Although these theories have varied approaches, an attempt was made to integrate certain aspects of each into the program. The developmental theory of Erik Erikson was included to provide teachers with a basic understanding of the developmental stages of their students. Social learning theory with an emphasis on the work of Bandura and Walters was considered an important extension of stimulus-response theory and

therefore included. Humanistic theory, especially the work of Maslow, was considered significant because of the emphasis on awareness of self and relationships with others. An extension of humanistic theory, reality therapy as developed by Glasser was included because of the emphasis on the present, self concept, and learning responsible ways to behave. Each of the theories has made a contribution to the development of this human relations program and was considered important information for teachers of the program.

Humanist Theory

Humanistic theorists such as Maslow and Rogers have emphasized the importance of awareness of self and relationships with others, and therefore were specifically relevant in the development of the DAHR human relations program.

Self actualization has been considered central to Maslow's theory. Self actualization was seen as a process concerning the development or discovery of the true self and the development of existing or latent potential. Maslow (1962) stated that "self actualizing people enjoy life in general and in practically all its aspects, while most other people enjoy only stray moments of triumph, of achievement, or of climax or peak experience." He also stated that self-actualization was found only in older people and tended to be seen as an ultimate state, being rather than becoming. Most people were seen as moving towards this maturity.

Self actualization was considered unattainable until a hierarchy of needs ranging from those at the bare subsistence level to those on the highest planes of becoming have been satisfied. Maslow's theory of basic needs was seen as a theory of human motivation that has been

applied to most every aspect of individual and social life. It was based on the assumptions that: the individual was an integrated, organized whole with the entire person being motivated toward an act or conscious wish; most desires and drives in an individual were interrelated; the means to an end of a need differ from culture to culture but the ultimate ends seem to be identical; and the human being was motivated by a number of basic needs which were species-wide, apparently unchanging, and genetic or instinctual in origin (Goble, 1974). These needs were seen as physiological and psychological, the true inner nature of the human species, and either neutral or good. A characteristic was considered a basic need if it met the following conditions: (1) "its absence breeds illness, (2) its presence prevents illness, (3) its restoration cures illness, (4) under certain, very complex, free-choice situations, it is preferred by the deprived person over other satisfactions, and (5) it is found to be inactive, at a low ebb, or functionally absent in the healthy person" (Maslow, 1962).

Physiological needs were considered the most basic and obvious needs, the needs for physical survival: food, liquid, shelter, sleep, sex, and oxygen. The physiological needs were seen as easily identified and isolated but not separate from the higher needs. All human needs were seen as interrelated, for example, a person may have felt the need to eat when he actually was feeling a lack of love or some other need.

Safety needs were seen as emerging when physiological needs had been satisfied. These needs have usually been satisfied in the healthy, normal adult but could have been understood by observing

children. Safety needs were considered the need for a predictable, consistent, and free, within limits environment.

After physiological and safety needs have been met, needs for love, affection, and belongingness emerged. The person was seen as intensely wanting affectionate relations with people in his group. A place in the group was seen as crucial to the person. Maslow defined love according to Carl Rogers' definition as being deeply understood and deeply accepted. Love was seen as involving a healthy, loving relationship between two people. Sexual behavior was considered multidetermined by sexual, love, and affection needs. Love was seen as involving both giving and receiving, Maslow (1962) states that "we must understand love; we must be able to teach it, to create it, to predict it, or else the world is lost to hostility and suspicion."

Esteem needs have been separated into two categories, self respect and esteem from others. Self esteem included such needs as the desire for confidence, competence, mastery, adequacy, achievement, independence, and freedom. Respect from others included such needs as prestige, recognition, acceptance, attention, status, reputation, and appreciation (Goble, 1974). A person whose esteem needs have been met was seen as being more productive and stable.

Maslow found that the need for self-actualization emerged after a reasonable satisfaction of the love and esteem needs. The need for self-actualization was described as the psychological need for growth, development, and utilization of potential. This aspect of human motivation was also described as "the desire to become more and more of what one is, to become everything that one is capable of becoming" (Maslow, 1962). Maslow also stated that curiosity was a quality of a

healthy person and necessary for self-actualization. This curiosity was described as "a desire to understand, to systematize, to organize, to analyze, to look for relations and meanings, to construct a system of values" (Maslow, 1962). Maslow also found a need for beauty in at least some individuals. He saw aesthetic needs as being related to self image, a healthy person was seen as needing beauty to help him become healthier. Persons with a low self image were seen as limited in appreciation of beauty. Maslow considered aesthetic needs universal.

Related to individual motivation was the environmental or social conditions in society. Maslow listed freedom to speak, freedom to do what one wishes as long as no harm was done to others, freedom of inquiry, freedom to defend oneself, justice, honesty, fairness, and order as preconditions to basic need satisfaction (Goble, 1974). Without these conditions being met, the basic need satisfactions were considered impossible or at least endangered. Maslow also added "challenge" (stimulation) as a precondition on the external environment. He contended that simultaneously and paradoxically there was an innate tendency toward inertia and toward growth and activity. This inertia was seen as a physiological need for rest and a psychological need to conserve energy (Goble, 1974).

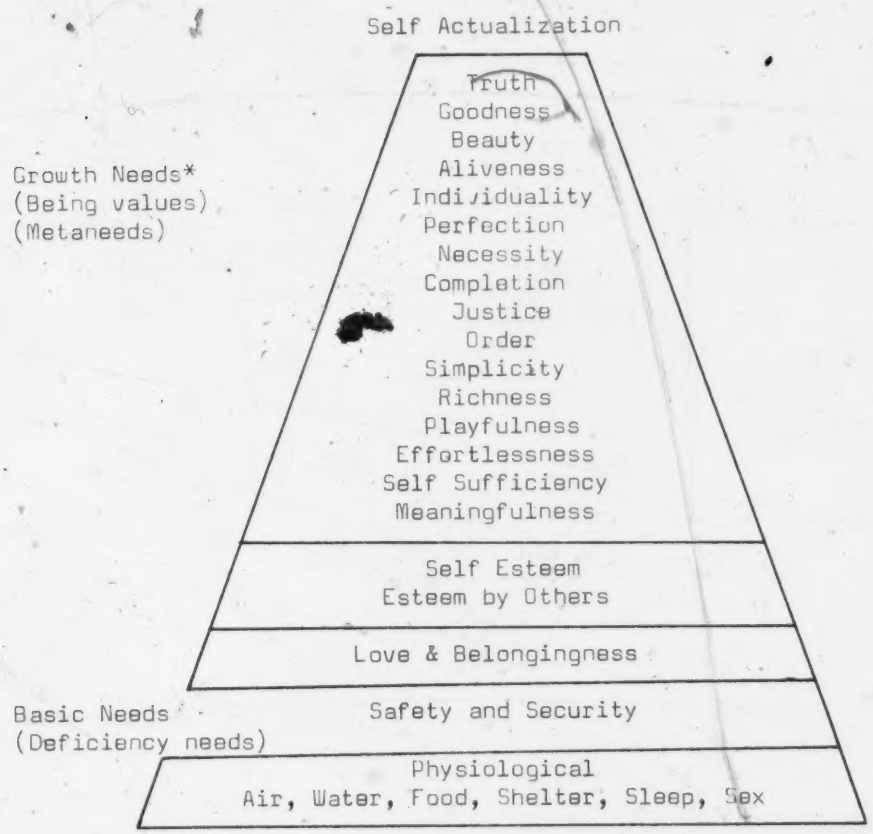
Basic needs were seen as generally discovered and desired in their hierarchical order, but there were many exceptions. Most people had partially satisfied most of their basic needs but still had some unsatisfied needs remaining. The unsatisfied need was considered to have the greatest influence on behavior. Behavior was seen to be the combination of many needs, personal habits, past experiences, individual talents and capacities, and the external environment (Maslow, 1962).

Maslow saw man as being initially motivated by a series of basic needs and as these were satisfied he moved toward the level of higher needs and became motivated by them. These were described as growth needs of being-values. These values were seen as interrelated and defined in terms of each other. Maslow listed being-values as: (1) wholeness (unity, integration, tendency to oneness, interconnectedness simplicity, organization, structure, dichotomy-transcendence, order), (2) perfection (necessity, just-so-ness, inevitability, suitability, justice, completeness, "oughtness"), (3) completion (ending, finality, justice, "it's finished", fulfillment, destiny, fate), (4) justice (fairness, orderliness, lawfulness, "oughtness"), (5) aliveness (process, non-deadness, spontaneity, self-regulation, full-functioning), (6) richness (differentiation, complexity, intricacy), (7) simplicity (honesty, nakedness, essentiality, abstract, essential, skeletal structure), (8) beauty (rightness, form, aliveness, simplicity, richness, wholeness, perfection, completion, uniqueness, honesty), (9) goodness (rightness, desirability, oughtness, justice, benevolence, honesty), (10) uniqueness (idiosyncrasy, individuality, non-comparability, novelty), (11) effortlessness (ease, lack of strain, striving or difficulty, grace, perfect, beautiful functioning), (12) playfulness (fun, joy, amusement, gaiety, humor, exuberance, effortlessness), (13) truth, honesty, reality (nakedness, simplicity, richness, oughtness, beauty, pure, clean and unadulterated, completeness, essentiality), (14) self-sufficiency (autonomy, independence, not-needing, other-than-itself-in-order-to-be-itself, self-determining, environment-transcendence, separateness, living by its own laws) (Maslow, 1962).

The following figure of Maslow's hierarchy of needs was included to enable visualization of the theory.

FIGURE 1

ABRAHAM MASLOW'S HIERARCHY OF NEEDS



*Growth needs are all of equal importance (not hierarchial) (Goble, 1974).

Maslow (1971) described the ultimate self-actualized person as having physical and emotional health, satisfied needs, and a busy and capable personality. Although this was considered an unrealistic goal for the students in this human relations program, an understanding of the basic and being needs and their relationship to motivation was an essential consideration in the development of the DAHR program. The basic physiological needs of the individual student were out of the control of the school but psychological needs such as safety and security, love and belongingness, and self esteem and esteem by others were seen as an integral part of the program. Maslow indicated that these needs could be taught and this program purports to do exactly that.

Rogers expanded humanist theory to a therapy setting. He considered the development of self concept or identity to be central in therapy. This client centered therapy emphasized realness, caring, understanding, sensitivity, and empathy in a helping relationship. Rogers has spoken of "becoming a person." A "person" was defined as someone who was open to all of the elements of his own experience, trusted his own being as an instrument of sensitive living, accepted the locus of evaluation as residing within himself, was learning to live his life as a participant in a fluid, ongoing process in which he was continually discovering new aspects of himself in the flow of his experience. Rogers believed that self concept could have been changed (Rogers, 1961).

An extension of humanistic theory, reality therapy was an important consideration in the development of this human relations program. Reality therapy was included because of the emphasis on the present, self concept, and learning responsible ways to behave.

Reality Therapy

Since this human relations program was designed for students who have had problems, the theory of reality therapy was also an important consideration in the development of the program.

Glasser (1972) dealt with the concept of identity, or self-concept in his theory of reality therapy. This theory was based on the assumption that the present is what is important and that people are responsible to cope with reality as it is now. Each person was seen as being responsible for his own behavior and for learning more responsible ways to behave. Aspects of reality therapy included: making friends, dealing with present behavior, evaluating present behavior, making a plan for future behavior, making a commitment to the plan, accepting no excuses for failure, and administering no punishment. Glasser has concluded that two human qualities were necessary to gain a successful identity -- love and worth. That meant one must love and be loved, one must be involved with persons for whom one cares and respects. One must also have accomplished a worthwhile task in order to increase his sense of self worth and this usually has lead to assisting others to do the same (Glasser, 1972).

In addition to a working knowledge of social learning theory, an understanding of humanistic theory was considered essential in developing and teaching a human relations program to special students. Humanistic theory was considered especially relevant because of the emphasis on self awareness and relationships with others.

Developmental Theory

To work effectively with special students it was considered

essential that teachers have some understanding of developmental theory. Child development was also considered in the development of the DAHR human relations program. The students at Westfield have been taken away from their families to be placed in an institution. Their behavior may have been a result of, or may have resulted in their removal from their home situation. When such a drastic change has taken place in adolescence, it came at one of the most crucial stages of development. The way this change was handled may be critical to the student's future relationship with himself, significant others, and society in general. To appreciate the kind of double crisis of adolescence itself and the personal crisis of being uprooted and transplanted into an unfamiliar environment, Erik Erikson's (1956) concept of identity was considered when this human relations program was developed.

Erikson's theory was an extension of the psychological aspects of the biological concept of epigenesis. Epigenetic development was characterized by a series of sequential stages. Each of these stages must have appeared in an orderly sequence and a definite rhythm of growth for optimum adaptation during the life cycle. Erikson's personality theory encompassed the total life cycle progression from infancy to early childhood, preadolescence, adolescence, adulthood, maturity, and senescence. His assumptions were that the human personality developed according to steps that were predetermined by the person's readiness to be driven toward, to be aware of, and to interact with a widening social radius; and secondly that society has attempted to meet and invite this succession of potentialities for interaction and to safeguard and encourage the proper rate and the sequence of their unfolding.

Erikson (1956) described the eight stages of the life cycle as being characterized by the necessity of resolving a specific developmental crisis. Each stage was seen as a task that must be accomplished to some extent before the individual can proceed to the next stage. Even if complete resolution was rarely achieved, he presented the theory in the hypothetical extremes of successful and unsuccessful resolution. He used the word crisis to indicate characteristic critical points, the resolution of which will lead to further progress and integration of the personality and the failure to resolve will lead to regression.

Erikson saw identity formation as evolving throughout childhood and adolescence through synthesis and resynthesis of the sense of self into a configuration that gradually integrated "constitutional gains, idiosyncratic libidinal needs, favored capacities, significant identifications, effective defenses, successful subliminations, and consistent roles" (Erikson, 1956). Such a configuration was derived through a process of simultaneous reflection and observation. In this way the individual has based judgment of himself in the light of how he perceived the judgment of others. He regarded their way of judging him in the light of how he saw himself in comparison to them and other perceptions relevant to him. This process was unconscious for the most part, except when an identity consciousness was apparent in situations when inner conditions and outer circumstances combined. The process of identity formation was seen as an increasing differentiation that becomes more inclusive as the individual grew more aware of a widening circle of significant others.

The sense of identity that a person has gained was based on the confidence that one's ability to maintain consistency and continuity

has been matched by consistency and continuity in one's relationship with others. Self-esteem was a result of the resolution of each major crisis with a conviction that one has learned effective steps toward the future and that one has developed a personality within an understood reality. At each step in the developmental process the person must have developed a sense of reality from the awareness that his individual method of mastering an experience was successful and recognized. The dominant developmental goal was for "the active selective ego to be in charge and to be enabled to be in charge by social structure" (Erikson, 1962).

Erikson's identity concept focused on the fashion of the elements of identification, capacity, ideals, and opportunity into a viable self-definition. The assembly of all these elements was a formidable task for an adolescent but if this task was not accomplished he faced the danger of an identity crisis and the failure to develop a sense of self worth. At adolescence, development included the process of identifying with significant others and ideological forces. These processes together gave meaning and importance to an individual's life by "relating it to a living community and to ongoing history, and by counterpointing the newly won individual entity with some community solidarity" (Erikson, 1962). Identity formation began long before adolescence but the adolescent must have accomplished the task of synthesis. He must have related his earlier identification with his present assessment of his personal qualities and social ideals and opportunities now available to him. The youth's resultant personality was influenced by what his environment has permitted, now permits, and his own talents, needs, and defenses (MacIntyre, 1971).

Erikson maintained that to achieve a feeling of identity a young person must gain a "sense of inner continuity and social sameness which will bridge what he was as a child and what he is about to become" (Erikson, 1956). Most adolescents experienced some turmoil in trying to achieve this goal. Adolescents who have been uprooted and placed in an institution experienced considerable difficulty in achieving a sense of continuity between their previous environments and the situation in which they now found themselves. They had trouble integrating their past experiences into a hopeful and satisfying future. They were unable to fit much of their past and present into hope for the future, and therefore they lived for immediate pleasure and satisfaction. The significant others in the adolescent's life were people such as social workers, child therapy workers and teachers. These people were transient in his life and had no significant part in his future. Children in such institutions tended to have lower self concepts than most adolescents; were lonely and uncertain of the future. They came from backgrounds that did not necessarily enhance self-image and produce optimum development. Their family backgrounds had a significant impact on how they viewed life. They had often been physically and emotionally abused and their feelings of confusion had been magnified by feelings of abandonment by placement in an institution. These students' opportunities for successful experiences did not give much chance for the development of self esteem. The significant others in the student's life in the institution most often had different values from theirs and this made the process of identification difficult. The behavior of these students was not usually congruent with the community and they received little positive feedback in this regard.

Erikson's concept of basic trust revealed the need for love and affection for the positive development of personality. This concept has been widely recognized by our middle class culture but many of these students came from backgrounds where this was not recognized or if recognized, not achieved. In many lower class homes, discipline was physical and expression of affection minimal if existent. Parents had trouble coping with their own lives and did not have the strength to provide for their children. These children had not resolved the stages before adolescence and tended to regress when presented with experiences with which they had difficulty. They searched for the love they missed, wanted, and needed. Their behavior has been labeled as "bad" by society and they have met even more problems as they tried to relate their personality to their social reality. In order to resolve this conflict, they were obliged to either abandon the behavior or admit only to the certain social reality that their behavior fitted. Either solution gave little satisfaction to the student and has not necessarily given them a sense of self esteem.

In addition to an understanding of child development, social learning theory must be considered important in both the development of a human relations curriculum and teaching special education students. This, and other behavior modification theories have contributed considerably in the area of special education.

Social Learning Theory

Social learning theory, an extension of the stimulus-response theory was also considered in the development of this human relations program. Experience has shown that this theory does change behavior

and this was considered to be important for the special students in this program. Teachers have discovered that behavior modification theory did apply and has worked in a program to develop awareness of human relations.

Socialization, the process by which a society has trained its children to behave like adults, has been considered to be basic to social learning theory. The theorists assumed that the physical environment operated according to the same laws for everyone and that within the same society, customary patterns of child rearing ensured that different children would be exposed to similar influences at approximately the same time. The points in a child's life when some particular behavior was under socialization pressure were the moments when various kinds of maladjustments could occur.

The role of dependency in infancy and dependency anxiety have been considered basic to the social learning theory. Dependency has been seen as the root of nearly all socialization. The effectiveness of maternal approval and disapproval as reinforcers and anxiety arousers has given the mother a powerful tool for teaching the child the necessary rules of social life in a certain culture. The fostering of dependency in a child made him not only responsive to direct reinforcement but also susceptible to the acquisition of behavior patterns that his parents modeled for him. As the infant began to become self reliant, there was a generalization of dependent behavior. With nonreinforcement of dependency, emotional responses such as aggression could have appeared. Punishment could have taught the child to inhibit attention getting behavior and created an anxiety about dependency. Bandura and Walters (1963) found that dependency anxiety

was more common in excessively aggressive adolescents than in a control group. The conflict between dependency and dependency anxiety resulted in negative attention getting behavior. Such behavior usually attracted attention and satisfied dependency. The pattern of dependency the child developed depended on the balance among reinforcements, withholding of reinforcements, and punishments for dependency as well as the surrounding circumstances (Baldwin, 1967).

Aggression has been another important aspect of the social learning theory. Considerable research has been undertaken in this area, such as Bandura and Walters' classical studies. Modeling effects of aggression were confirmed by their research. In 1963, an extended study confirmed earlier findings, and comparisons were made between real life models, human film-aggression and cartoon film-aggression on the aggressive behavior of pre-school children. Results indicated that children's exposure to aggressive models, either actual or through films resulted in a great number of imitative aggressive responses. The film mediated models were equally effective as real-life models in transmitting both deviant and socially approved behaviors (Bandura & Walters, 1963). Walters and Thomas extended this experiment to adults and their results showed that watching aggression increased aggressive actions (Bronfenbrenner, 1972). This research has shown that all age levels were susceptible to modeling effects, especially aggression.

Development of conscience and self control were also considered in the social learning theory. The role of identification was important, beginning with a pre-established dependency. The child developed the ability to depend on himself, to control himself, and to punish himself for transgressions. This was the internalization of social rules.

More generally, identification involved the imitation of another person's behavior, mannerisms, beliefs, and values. The child reinforced himself as he remembered the words his parents used, warned himself of the consequences of his acts, and punished himself by reproving his own behavior. Two results of identification were the development of conscience, involving the acquisition of the cultures moral standards, resistance to temptation, and emotional upset over one's own transgressions and those of others; and the acquisition of the roles and behavior patterns appropriate to one's own sex. A more elementary view of the development of conscience was one of direct reinforcement of the elements of the pattern and direct imitation. Studies have shown that timing of the punishment controls behavior. The three components associated with the conscience were stated as: resistance to temptation, feeling of guilt after transgression, and the existence of behavior patterns for making amends. These generally have developed together but were not necessarily dependent on one another (Baldwin, 1967). In some homes they may not have existed together.

Bandura and Walters also considered sexual behavior in their theory. They stated that research indicated that reinforcement variables modified these classes of responses in much the same manner as they modified aggression. The consequences of both nonreward and punishment of dependency behavior was seen as contingent upon the frequency with which concurrent positive reward for dependency was supplied. Studies have shown that deviant sexual behavior often has resulted from the reinforcement of socially disapproved sexual responses, often in conjunction with parental modeling of atypical patterns of sexual behavior. Reinforcement patterns have played an important part

in the shaping and maintenance of both socially approved and deviant patterns of responses. These reinforcement patterns also played an important part in the learning of self control (Bandura & Walters, 1963).

Most of the work reported by Bandura and Walters was with boys but it has been applied to girls also. They concluded that there was evidence that aggressive antisocial persons sometimes displayed markedly deviant sexual behavior (Cleckley, 1955; Henry, 1941). Such behavior could be seen as one part of a more generalized rebellion against social standards (White, 1956). This has meant that deviant behavior may be motivated by hostility to social prohibitions. On the other hand, certain defects in socialization may have facilitated the occurrence of both antisocial aggression and socially deviant behavior. Some children may have been socialized and rewarded for this type of deviant behavior.

The deviant behavior and values of the students described in this thesis were related to social learning theory. Maladjustments occurred for these students at points in their lives when a particular behavior was under socialization. The role of dependency was relevant for these students. Maternal approval or disapproval may have been replaced in some cases by maternal indifference leaving the child with an ambiguous situation. This ambiguity made it difficult for the child to cope with independence. Many of the students exhibited over-dependence on their mothers. This however, has not made the parents less of a model for the child. Many of the parents of these students have exhibited deviant behavior and this was modeled by the student. This dependency anxiety could also have been the reason for the above

average amount of aggression expressed by these students. Negative attention getting behavior was common for these students and may indeed have been the reason that some were institutionalized. This behavior has been reinforced because they received attention and intermittent reinforcement for the behavior.

The aggression displayed by these students was likely both from film presentations and from real life models in their family backgrounds. Violence was common in many of the homes of these students. Many of them have been abused physically and most of them have been disciplined by physical punishment. This behavior was imitated in their relationships with other members of their families, their peers, and adults in their lives.

These students have had problems developing their conscience through identification. The models they have identified with were often inconsistent and displayed few internal controls themselves. The child was unable to reprove his behavior by modeling a parent because the behavior that was socially acceptable in his environment was difficult to discover. Many times any type of behavior was acceptable in the home because of inconsistency and inability of the parent to maintain certain controls. These students defiantly did not learn what was accepted by middle class standards in their home environments.

The deviant behavior exhibited by these students was sometimes a generalized rebellion, sometimes defects in the socialization process of the child, and sometimes imitation of such behavior in their environment. If average teenagers were confused by puberty, these adolescents were even more so. They had low concepts of themselves already and puberty just complicated life further. Parents of these

children were ill equipped to handle the problems of their children as they have experienced difficulty coping with their own problems.

Although the theories stated above were seen as being inconsistent with each other to some extent, they all were seen as relevant to the development and teaching a human relations program for special students. Each of the theories, developmental, social learning, humanistic, and reality therapy had something special to contribute to the DAHR human relations program.

II. RELEVANT RESEARCH

No research was discovered on human relations programs designed specifically for special class students. However, research related to self concept, environment, W. P. Wagner and Westfield students, and education in Alberta was considered in the development of the program.

Research Related to Self Concept

Many studies have shown the importance of self awareness and self-actualization. The full impact of a negative self concept on learning has been difficult to assess but a number of studies have indicated that few factors were more relevant to the child's academic success and social development than feeling of personal adequacy and self acceptance (Walsh, 1956; Coopersmith, 1959; Davidson & Lang, 1960; Fink, 1962; Combs & Saper, 1963; Bernstein, 1964; Brookover, Thomas & Paterson, 1964; White & Charry, 1966; Deutsch, 1967; Gever, 1970).

Reinforcement has also been studied in relation to self identity. Generally, that behaviors manifesting a person's self concept were repeated if reinforced by someone in their environment (Buehler, Patterson & Furness, 1966; Hawkins, Peterson, Schwield, Bijou, 1966; Ebner, 1967; Hewett, 1967; Patterson, Littman & Bricker, 1967;

Patterson, Ray & Shaw, 1968; Wahler, 1968). In addition, successful experiences have been considered important since individuals have tended to be more aware of their weaknesses than their strengths. Otto and Healy (1971) concluded that self perception of personality strengths was usually weak, and stated that adolescents needed ego strengthening experiences. Coombs (1959) suggested that to develop an adequate self-concept students needed every opportunity to think of themselves as responsible and contributing members of society. A wide variety of opportunities for success and appreciation through productive achievement, and a maximum challenge with minimum threat were considered important.

Roth (1959) noted wide differences in self concept between students who improved on a reading program and those who dropped out. As a result self concept was considered a factor in learning and a teacher must be sensitive to the effects of a positive or a negative self concept. This finding was considered even more relevant given the work of Rosenthal and Jacobson (1968) and the self fulfilling prophecy (Soliman, 1972).

This research pointed to the importance of growth of self concept and its ramifications for a human relations program. Growth of self concept was considered directly related to the students environment, and thus environmental research was also deemed important.

Research Related to Environment

Factors such as socio-economic class, absence of parents, delinquent behavior, family backgrounds, anxiety, and various emotional disorders have been found to be related to self concept (Reckless, Dinitz & Kay, 1957; Feldhusen & Thurston, 1964; McDermott,

Harrison, Schrager & Wilson, 1965; Cowen, Zax, Izzo & Troat, 1966; Jenkins, 1966; Quay, Morse & Cutler, 1966; Hewett, 1967; Griggs & Bonney, 1970; Hartnagel, 1970; Levinson & Mezei, 1970; Krop, Calhoon & Verrier, 1971; Schwartz, 1971; Collins, 1972).

A high percentage of school drop-outs came from families of low socio-economic status (Allen, 1956; Sheldon, 1958; Bowman & Matthews, 1960; Porter, 1961; Hall & McFarlane, 1963). This student has been handicapped by a home environment usually lacking books, discussions, and parental value of education. In an Edmonton study Labercane and Armstrong (1969) concluded that lower level socio-economic students operated on a lower level of conceptualization than upper level socio-economic students. Also related to academic achievement, Johnson (1970) concluded that the environment of culturally disadvantaged students prevented them from achieving success with a middle class curriculum. This type of student's non-achievement was seen as a result of cultural factors and the students, such as those at W. P. Wagner, were at a disadvantage when they came in contact with a curriculum designed by and for a middle class culture (Jampolsky, 1972).

Also related to the importance of environment are the studies of Anna Freud concerning the relocation of young children during the war in England. They found that it was generally emotionally disastrous for the children that were removed from their usual physical surroundings and family contacts, no matter how kind and conscientious the substitute parent-figures were. These children had not learned emotional security and confidence other than that experienced in their limited setting (Leeper & Madison, 1959).

The emotional upheaval experienced by the students described in

this thesis was similar even when age difference was considered. They have not learned emotional security and confidence, and experienced problems as a result of being uprooted from the only environment they had known, even though these surroundings were not what might be classed as growth producing. This emotional insecurity has led to deviant behavior on the part of the students.

The students this program was designed for often came from a low socio-economic or disrupted environment and the problems of these children related to self concept and academic achievement require a human relations program other than regular "middle class" curriculum.

In addition to a knowledge of the research related to the student's environment, it was important to have considered research relevant to the specific environment in which the DAHR program has been taught, W. P. Wagner High School and Westfield.

Research Related to W. P. Wagner Students

W. P. Wagner High School was designed as a special vocational school by the Edmonton Public School Board. It has been in operation since 1967 and has several pre-vocational feeder programs in junior high schools. Limited research has been undertaken with this school as a focus. This human relations program was taught at W. P. Wagner.

Mack (1969) noted that most graduates of pre-employment programs obtained some type of job rather quickly after graduation largely due to the attitudes, self esteem and responsibility which they acquired in the program rather than to any specific job training. A follow up study of W. P. Wagner graduates indicated a success ratio of 84.9%. Success was defined as 53.7% working, 29.2% continuing education, and 2.0% housewives; 10.1% of the former students were unemployed and 5.0%

were unable to be contacted. This study indicated that W. P. Wagner was successful in achieving its goals (Bright, 1972).

Jampolsky (1972) studied characteristics of slow learners and the students at W. P. Wagner High School. W. P. Wagner students scored higher on the Weschler Intelligence Scale for Children and the Weschler Adult Intelligence Scale than the limits established for the slow learner (I.Q. 75 - 90). There was a significant difference between the students' verbal and performance assessment on the WISC and WAIS intellectual assessments with the performance being higher. This indicated a lack of learning in school related areas but an ability to learn especially in more concrete areas. Success in Wagner seemed to be related to the teachers and the vocational program but students have not experienced self concept growth. It was concluded that W. P. Wagner was fulfilling a service by providing educational opportunities for students with learning difficulties.

Studies Related to Westfield Students

Westfield was designed as an institution for emotionally disturbed children. The school, as part of the institution has been operated by the Edmonton Public School Board.

A study on Westfield (Howard, 1973) indicated a relatively high degree of treatment success measured in terms of successful post-treatment and adaption of Westfield graduates. The staff-child relationships and the child's perception of sincerity of the staff was considered important.

In a survey of program evaluation practices in Alberta's residential treatment centres, a good self concept, positive attitudes, acceptance of responsibility, and performing consistently well at school

were some of the success criteria listed. Success criteria after discharge included functioning well if going to school and making good personal decisions (McAra & Paterson, 1974). Participation in a human relations program while institutionalized and as part of subsequent school experiences should have assisted the student in achieving these criteria for success.

Research Related to Education for Emotionally Disturbed Children

Knowledge of the emotionally disturbed child was considered important when this human relations program was designed for special students. This research influenced the development of the program.

A study by McCaffrey and Cummings (1967) indicated that 78% of the boys and 66% of the girls identified as emotionally disturbed also had learning problems. This study suggested that behavior problems may be secondary to other basic problems. Neiman and Woolley (1971) in a study of six residential treatment centers in Manitoba concluded that a large proportion of the children were funotioning below an adequate level in school, had difficulty with peer relationships, and experienced problems adjusting to family living.

After studying a program for emotionally disturbed students, Faar (1970) concluded that old school patterns must be extinguished and replaced by consistent positive attitudes. Hollister and Goldston (1962) outlined educational methods for emotionally disturbed students involving motivational techniques, perceptual retraining, reinforcement of ego strengths, and group development methods. Behavior modification has been effective with this type of student as shown by Hewett's (1967) engineered classroom. A teacher aide and tangible rewards were used to create a purposeful, controlled, and productive atmosphere. These

tangible rewards were replaced by satisfaction of success and recognition by peers, teachers, and parents.

Bloom (1966) outlined rationale for effective program procedures for emotionally disturbed students including: reduction of anxiety level, reduction of stimuli action, a brief return to the familiar after an introduction of new material, appropriate age reading interest levels, neutral response to wrong or correct answers, helping a child to accept failure as part of learning, and competition with oneself.

Assumptions made by Field and Herlig (1970) regarding the inter-relationship of education and therapy included: learning and therapeutic alliance and process were essentially congruent reciprocal developments; the group interaction system in a classroom was a unique therapeutic intervention opportunity; teacher-student interaction affected the therapeutic process; and the classroom experience emphasized the "adaptive ego." Field and Herlig concluded that the combined efforts of the therapist and the teacher could provide; an extended diagnosis; and action laboratory setting; increased therapeutic impact; and an opportunity to develop a "clinical educator" (Howard, 1973).

It can be concluded that the school has an important role in the total therapy of an institutionalized child. A human relations program must be seen as a continuous process and yet provide specific learning experiences to enhance chances of success when the student has returned to community life.

Alberta Research Related to Human Relations Education

Since this human relations program was designed in Alberta, research related to education in this province has been considered in the development of this program.

The Worth report of the Commission on educational planning forecasted changes for Albertans which included: "declining influence of marriage and the family, religious institutions and the work ethic; continuing relaxation of the norms governing personal behavior; growing emphasis upon generosity, sincerity and service in human relationships; mounting tension between major groups in society; rising mental illness, crime, drug abuse and alcoholism; expanding concern for individuality and the well-being of society; increasing potential for social unrest; decreasing emphasis on values pertaining to law and order, patriotism and cultural identity; and growing need for governmental regulation in interpersonal and inter-group relations" (Worth, 1972). The commission concluded that these changes would result in individual needs including: "rising expectations for the satisfaction of physical, social and security needs; increasing threat to privacy; personal liberty and rights of the individual; extending opportunity to choose personal values, life styles and type of participation in major institutions; continuing potential for the frustration of social needs; growing emphasis of self-fulfillment; and increasing potential for self-fulfilling experience, with decreasing ability to use opportunities" (Worth, 1972).

Considering future changes and individual needs, two alternatives were implied; a second-phase industrial society or a person-centered society. It was felt that Alberta should select a set of dominant values and beliefs that would direct the activities of society and the lives of its members. Humanist values have gained strength as traditional values seemed unable to serve the changing society. General education goals were stated as: "personal autonomy (to nurture growth

toward self-hood and individual freedom); social competence (to nurture the capacity for satisfying relations with others), ethical discretion (to nurture the development of personal values and a social conscience), creative capacity (to nurture the growth of broad leisure and recreational interests and skill), career proficience, (to nurture the development and maintence of occupational competence), and intellectual power (to nurture the use and extension of intellectual and aesthetic abilities)" (Worth, 1972).

Problem solving, communication, valuing, life experience, leisure and creativity, and special concerns such as drug education, languages, Canadian studies and environmental education should be included in the content of education.

The commission concluded that realization of greater human potential within education could be achieved by direct teaching of life experience skills (Worth, 1972).

Blair (1969) organized a task force on services in education as part of a royal commission on mental health needs in Alberta. In this report, Paterson et al. described mentally healthy children as feeling comfortable about themselves, feeling right about other people, and able to meet the demands of life. The needs of children where the school could make a contribution were summarized as: affection, friendship, self respect, freedom, respect for authority, challenge, security, understanding of nature, creativity, and values appreciation.

The Blair report states that "intellect and emotion are integral aspects of children and the fullest development of either depends on the development of the other (Paterson et al., 1969).

Recommendations made to enable schools to assume more respon-

sibility with regard to mental health included: a shift of emphasis from cure to prevention, government grants to promote preventive services, parental involvement, recognition of an increasing requirement for services for seriously disturbed adolescents, and more cooperation with public health nurses (Blair, 1969).

In a paper prepared for Humanization of Learning Mission in cooperation with Human Resources Research Council of Alberta, human relations training and family life education experiences were recommended to school districts. Education was seen as a continual and difficult task accomplished primarily by the example of the teacher. The implication here was the need for special teacher training, especially in the area of human relations. This paper indicated that curriculum must be integrated, relevant, and meaningful to teachers and students (Koziey, Paterson, Vargo, Westwood, 1972).

Freehill (1965) proposed four appropriate attitudes regarding education in Alberta in the cybernetic age. First, learning should be viewed as a productive, exciting, rewarding, and relevant experience; second, all forms of learning are personal and emotional; third, a major part of learning is acquired through imitation, or modelling; and last, the meaning and value has changed necessitating policies that include more emphasis on communicative and integrative skills in social studies and humanities; relevant curriculum; consideration of the effects of streaming; and an evaluation of educational leadership (Koziey, Paterson, Vargo, Westwood, 1972).

In a supplementary report on juvenile delinquency in Alberta Nelson (1967) stated that the majority of delinquent children were behind in school achievement for their age. Inadequacy in school and

poor achievement was a burden students found difficult to handle. Measures were needed to help every child succeed to the maximum of his potential, develop positive attitudes and feelings of self worth. W. P. Wagner was mentioned as an alternative for the non-academic child who previously would have been tempted to drop out at sixteen and would have faced unskilled employment or unemployment. This was of particular concern to young people who have been in conflict with the law. Recommendations of this report mentioned the importance of family life education; pre-marital instruction; health programs; and courses on the law and ethics in relation to the individual, his family, and his society. Expansion of present vocational and technical programs was also recommended (Nelson, 1967).

Assuming the theories of Erikson, Bandura and Walters, Maslow, Rogers, and Glasser were relevant; and the research on self-concept, socio-economic status, emotionally disturbed children, Westfield, W. P. Wagner, and education in Alberta was reliable, a program to help special children develop awareness in understanding of self and human relations was deemed to be essential. These theorists and researchers indicated that self concept and thus competence in human relations could be changed. The DAHR program was developed to influence such change.

III. RELATED PROGRAMS

This human relations curriculum has been influenced by other programs. These programs have been adapted and included in this human relations curriculum.

The Developing Understanding of Self and Others (DUSO) Program

Dinkmeyer (1970) a professor of Educational Psychology and Counseling developed the DUSO program. Ideally, the educational process has been concerned with the development of the whole child intellectually, socially, emotionally, and physically. However, there has been a great discrepancy between this ideal and what has been actually experienced. The DUSO program was designed as a set of experiences to help children cope with the developmental tasks of social and emotional growth. Dinkmeyer recognized that the challenges of life required understanding of feelings and motives, values and purposes. Social deficits have interfered with satisfactory human relationships and have reduced a student's functional ability in academic areas.

Developing an understanding of self and others was considered central to the educational process. The child was seen at once as a thinking, acting, and feeling being. Feelings accompanying learning have had a significant effect on academic success. If a student had positive feelings, he tended to be motivated toward the task, participated with a high degree of involvement, and was more likely to derive permanent gains from his efforts. Conversely, if his feelings were negative, he was likely to be poorly motivated and participate on a minimal basis, and was less likely to derive permanent gains from his efforts. If education was to accomplish its goals, Dinkmeyer concluded that the affective as well as the cognitive domain of human life must be considered. The social and emotional development of the student was considered an integral part of his education and the teacher's role was to personalize and humanize the educational experience.

The child's self-concept, derived in part from attitudes expressed

towards him by significant adults has been considered an important motivational element. Positive behavior by adults has enabled the student to develop an active, constructive approach to life. When the DUSO program was developed, it was noted that research indicated that frequently a child's social and emotional needs have taken precedence over his academic needs. These basic needs must have been adequately met in order to free the student's energies for academic involvement (Prescott, 1957). The impact of self-concept on learning has been difficult to assess, but studies have indicated that few factors were more relevant to the student's academic success and social development than feelings of personal adequacy and self-acceptance (Walsh, 1956; Coopersmith, 1959; Davidson & Lang, 1960; Fink, 1962; Combs & Soper, 1963).

Research in the Cupertino (California) Union Elementary School District has demonstrated that "despite the wide range of symptomatic behaviors our children exhibit, the major underlying factor that results in underachievement, lack of motivation, and unproductive conduct is low self-esteem. This low self-esteem results primarily from our traditional ways of structuring the learning opportunities" (Randolph & Howe, 1966).

By satisfying identity needs and increasing self-esteem, the student has been able to become involved in the learning process. The primary focus of the DUSO Program was affective and social development. It has provided systematic exploration of feelings, values, and attitudes in guided activities that encouraged children to experience success and develop feelings of adequacy. DUSO was designed to help the student become more aware of the relationship between himself and

other people, and his own goals and needs. The student was encouraged to develop a sensitivity to the causal, purposive, and consequential nature of his behavior through DUSO (Zingle, 1972).

It has been necessary for the teacher to arrange learning experiences to strengthen the student's self-esteem and to meet his social, emotional, and academic needs. In the DUSO program each student has been confronted with a variety of developmental tasks and social expectations and has approached these expectations and tasks in terms of his own needs. He has decided consciously or otherwise his self image and his behavior has eventually become more consistent with it. Essential to this concept were the basic understandings that the student developed about himself and his environment. It was the DUSO philosophy that developmental tasks provide the goals for the classroom guidance process. The units revolved around eight developmental tasks which confronted the individual in the process of development; understanding and accepting self; understanding feelings; understanding others; understanding independence; understanding goals and purposeful behavior; understanding mastery, competence, and resourcefulness; understanding emotional maturity, and understanding choices and consequences.

The DUSO materials included the teacher's manual, story books, records or cassettes, posters, puppet activity cards, puppet props, role playing cards, and group discussion cards. It was structured in such a manner that teachers used the program on a daily basis throughout the school year or selected activities to meet the specific needs of the group. The DUSO activities made extensive use of a listening, inquiry, experiential, and discussion approach to learning and the

activities were varied to maintain the interest of the student.

Experience has shown that the DUSO program has achieved its goals and been successful at the elementary school level (Zingle, 1972). This program has not been expanded past the elementary school age level and therefore a program similar to DUSO was needed for the higher grade levels, especially for the students who have not developed a positive self concept by this age. A negative self concept at older ages was considered difficult to change and the need for a program to meet the emotional and social needs of older students was considered important if they were to become happy, healthy adults.

Methods in Human Development - Bessell/Palomares (1973)

The Human Development Program (HDP) was a curriculum designed to improve communication between the teacher and the student. This was achieved by the Circle Session, a sophisticated and efficient communication system. Information flowed quickly in all directions. The information that passed around the circle was whatever was important to the student's experience at any particular level of their development, their feelings and whatever affected those feelings most, their personal thoughts, and their behavior or that of others. In this way the students learned about themselves and others. The verbal expression of feelings and the awareness of nonverbal communication were important lessons. The HDP had a series of games and experiences to guide the teacher in the circle sessions. The sessions were designed to be conducted at the same time each day, early if possible. The session stressed the importance of listening to the speaker. This program was not designed to benefit students who had problems of a very deviant nature.

Leading the circle session was essential to the success of HDP. A positive atmosphere was set by drawing each student into the circle with warmth and eye contact was considered imperative. Each student was encouraged to participate in the session when they were ready and each response was accepted with focus on the feeling involved. The students were assisted in clarifying their thoughts, and in their interactions with others. Each student was made to feel important and that his contributions were worthwhile. As the sessions progressed much of the leadership was transferred from the teacher to the child. The two most important things in a Human Development Session were that everyone had a turn and everyone was listened to by the other group members.

The Human Development Program was built on three themes: Awareness, Mastery, and Social Interaction, representing the psychological theories on which the program was based. Psychoanalytic psychology has tended to look very closely at the individual human being, getting inside. Behavioristic psychology studied man's behaviors or actions, a middle distance look at outside a human being. Humanistic psychology tended to look at man as a group member and how a human being functioned in interpersonal relationships, a panoramic look at the human being.

Awareness was defined as the knowledge of what one was really seeing, hearing, thinking, feeling, saying and doing. A student must have learned to be aware of what was happening inside him and events happening outside of him, internal and external awareness. General principles of awareness included: first, open channels for receiving information; second, ability to discriminate among classes of events

and organize experiences; third, being an effective communicator; and last, a knowledge about and an ability to verbally describe the similarities and differences among people.

Mastery, as employed in HDP had three conceptual and developmental stages; first, self-confidence, which referred to the acquisition of useful knowledge in such a manner that the person came to believe in himself as a capable human being; and responsible competence, which meant the harmonious behavioral integration of knowledge and skills that were personally meaningful and satisfying in terms of survival or enhancement; second, the receipt of recognition and approval for accomplishments that lead to confidence in personal capabilities, a measure of self-confidence equal to capabilities; third, a tolerant and positive identification with the capabilities and accomplishments of others, pride in the application of his skills for socially beneficial purposes, and enjoyment in helping others, and finally his optimism toward man's potential capabilities to deal constructively with challenges.

Awareness and mastery were bound up in reactions by and to other people. When underlining a positive self concept as fundamental to an effective and satisfying adjustment to life, it was important to realize that this self-concept was largely the creation of other people. This led to the social interaction theme in the HDP. The general principles which defined and described the socially effective person, the person who had learned and participated in positive social interaction included: first, the understanding that the behavior of one person could produce feelings in another person; second, recognition and belief in the importance of accepting responsibility for the effects

that personal behavior causes; third, a recognition that everybody needed attention, acceptance, approval, and affection; fourth, a realization that everyone had fears and angers and knowledge that fears were often exaggerated and that anger could be redirected; fifth, a knowledge that inclusion, control, and affection were key elements in any relationship between two people; and last, a realization that the negative was an inescapable part of all human relationships but was able to risk possible negative reactions for social involvement.

This program included specific suggestions to handle problems and a systematic method to teach awareness, mastery, and social interaction. The program depended on the ability of the teacher, emphasized self-confidence, and provided the means to assist the student in achieving a positive self image.

Perspectives for Living Education

The Edmonton Public School Board developed the Perspectives for Living (PFL) course as an option for regular junior and senior high school classes. The term Perspectives for Living Education was chosen because it represented the type of educational need which appeared to have developed in the evolution of our culture. In this designation education was interpreted as a dynamic learning process, the process of being and becoming in relation to others. Learning was seen as living, and living was seen as learning, thus the associative concept of living education was intentional.

The content of this educational process has been the individual human being. The Edmonton Public School System accepted responsibility for improving the quality of humanness both as an incidental or direct objective in all educational programs, and here as the singular and

unique focus of this educational program in personal living. The content of Perspectives for Living education was unique to each individual participant. The program was based on the assumption that one did not become the best person naturally, that quality humanness was learned and education was responsible for assisting this learning process.

The term perspectives implied the existence of and the need to integrate, appreciate, and evaluate many points of view, many meaningful relationships, many experiences in living, and knowledge subjected to judgment. These were considered the means by which the individual derived his life style and value system. The individual learned that there were other perspectives for living as well as his own. The term perspectives had particular significance in relation to the kind of education envisaged for this program. It moved away from the single discipline approach and integrated the perspectives, expertise, experience and training specific to a wide variety of educational disciplines as they impinged on personal living and human development.

Perspectives also implied an unbiased position that was relevant and appropriate in a program which anticipated the disrupting effect of teenage developmental crises, and changing sociological phenomena. The individual needed to entertain new perspectives for living when developments, not of his choosing, tended to throw him off balance, and prevented him from functioning positively and effectively. Perspectives for Living provided a safe climate which worked through feelings and eventually arrived at a position from which students made productive decisions. Perspectives for Living was designed to facilitate and promote self understanding, mature personal decision making and

valuing in the face of unpredictable and inevitable cultural and personal change.

Perspectives for Living Education was defined as the process and knowledge whereby the individual became more educated about himself, in all reciprocal relationships with others which in changing patterns influenced behavior throughout life. Its objective was to increase the capacity for human relationships which sustained and developed the individual along a continuum from birth to death. This definition was based on the assumption of respect for the individual and belief that he would not knowingly have made unwise decisions about himself or his relationships with others. The definition indicated that this course attempted to meet the individual where he was at emotionally, socially, and intellectually, and helped him clarify and understand his position.

Perspectives for Living Education teachers supported the belief that the most valued inter-personal relationships in life were those within the individual's family group, and that the home provided its young with the basis of life-persisting inter-personal relationships and valuing structures. The school has supported parents in providing opportunities which helped the young person clarify and consolidate his own unique value position in relation to his home and to the positions of significant others. Perspectives for Living Education has provided opportunities for the individual to assess the implications of cultural family evolution on his own personal values. Perspectives for Living Education supported the institution of the family, with awareness of its evolving nature.

Perspectives for Living education's content, objectives, teaching and learning materials were all defined in terms of personalized

learning; the content was the individual person, the teaching materials and techniques were people in actual, simulated, imaginative, or projected, relationships with others. The ability to achieve and sustain quality relationships with others, especially young people, was necessary for a teacher in this program. The school made available to the student means, techniques, information, and opportunities to assist him in arriving at his own decisions and formulating his own philosophy for living a responsible, satisfying life. PFL was seen as a catalyst in growth towards maturity.

The student was considered a sexual being and his sexuality was seen as a predominant, pervasive, and influential characteristic. From birth he passed through a natural pre-determined sequence of sexual phases or developments, each an outgrowth of the preceding one, and each anticipating the ensuing one. Education for adaptation to each of these phases was the concern of Perspectives for Living. The biological concept of sex was approached as biological development of the individual and this was considered to be sex instruction. The attitudinal and emotional aspects of sexuality were recognized. It was considered that without psychological nearness, physical nearness was incomplete. Man's sexuality has been defined in terms of reciprocal physiological and psychological nearness. The life-persisting process of redefining and clarifying what has been to be male and female, and adapting the roles appropriate to each developmental level from birth to death was given priority in the PFL course. The particular difficulty encountered by young people in resolving sexual identity was recognized.

PFL was concerned with the individual's ideals and the development of a set of values by which he lived. Ideally man has recognized

and aspired to certain universal values, such as integrity, courage, responsibility, justice, reverence, love and respect. Realistically, he constantly has exhibited behaviors which were motivated more by fear, selfishness, jealousy, envy, hate, greed, self indulgence. No matter how vague and changeable the individual's value structure has been or how unable he has been to communicate about it in verbal terms, it has determined the direction, kind, and intensity of his behavior; as affect it has motivated cognition and volition, or will. PFL recognized that education can and does influence the attitudes and values of students. Since it has been shown that an individual's life-long valuing patterns were basically established in pre-school years, this course has supported and encouraged parents to provide positive and constructive early childhood valuing experiences.

It has been recognized that the teacher's personal values would have been identified by the students, but care has been taken to insure that these have been understood as stemming from the teacher's unique life experience. Each pupil also should have come to identify as his own, a set of values which were worthy, unique to, and congruent with his own life experiences. Each individual was encouraged to become aware of what mattered to him and why, his personal values, and his responsibility to himself and others for making decisions. Paralleling this acceptance of education for values, was the recognition that emotional growth could be achieved through education, as ideally education does not separate consciously or unconsciously the cognitive and affective experiences which have been part of the student's life. Positive personal regard was considered essential for teachers and students.

Since the school has been the societal agency responsible for the individual's formal education, the Perspectives for Living course was initiated, organized, energized from within the school system. This course has accepted an extended responsibility to the parents, and the success of the program, indeed the objectives of the program, have been defined in terms of mutual trust, cooperation and involvement of teacher, parent and student.

It was important that the teacher identified freedoms which were his right and responsibility. It was equally important that he recognized and clarified with others to whom he was responsible, areas where he was not accountable and possible circumstances wherein exceptions might be recognized because of this program. It was important that the individual teacher kept a good communication with parents and with other professionals who have been called upon for support. The teacher felt comfortable with a relatively open classroom situation in order that other professionals know what they were supporting (Smeltzer, 1971).

Objectives of this program were; first, to assist the student to grow toward an understanding of himself and an understanding of his relationships with others and with society; second, to support the home and the community by assisting students to be aware of values, to develop a valuing process, and to develop a valuing system; third, to provide students on a developing basis, with a sound knowledge of the moral, social, emotional and physical aspects of healthy human relationships so that these may be thoroughly understood as a part of wholesome growth and development; fourth, to promote the development in students, in teachers, and in the community responsible behavior and concern for

others in all areas of human relationships; and last, to promote communication between students and their parents and teachers leading to attitudes of mutual trust, affection, and responsibility.

The PFL program was evaluated by the Edmonton Public School Board and found to be a successful course in regular junior and senior high schools.

SRA - Scientific Research Associates - Focus on Self Development

Focus on Self Development was designed as an audio-visual program for use in the elementary classroom. The objectives were to lead the child toward an understanding of self, others, and the environment and its effects. The purpose was to bring out the child's ideas and feelings and to get him to think about and act on these ideas and feelings (Anderson & Henner, 1971).

The concepts in Focus on Self Development (SRA) were presented in three stages, Awareness, Responding, and Involvement. The first stage emphasized awareness of self, others, and the environment. Responding, stage two, was designed to stimulate active responses to the concepts presented. In the third stage, involvement, the student was encouraged to look at his involvement with self, others, and his environment. The students should then have discovered his personal values, been aware that behavior was often determined by values, and that the involvement of others may be similar or different than his own involvement.

Each stage was divided into units with specific instructions for the teacher. There was extensive use of audio-visual aids and student activities. Group discussion techniques and supplementary materials were included in the appendixes.

The Developing Understanding of Self and Others (DUSO), Human Development Program (HDP), Perspectives for Living (PFL), and Focus on Self Development (SRA) have been useful educational programs for teaching students acceptance of themselves and understanding of human relationships. These programs were considered excellent educational tools for their appropriate populations but no program has been available to assist the teacher of special students. The DUSO program was designed for elementary students and although the general principles have been applied to older students the program itself was inappropriate for older students. The HDP was designed for all age levels but it was not applicable for students with serious problems and was not enough in itself to sustain the students interest over an extended period of time. Students have learned by talking but also needed experiential learning. The PFL program has been considered a typical family life education program for a public school system. It was designed for the middle of the road student so it was applicable to the greatest number of students within the system. This type of program has been modified for use in special education situations. The SRA kits have been successfully used in regular elementary classrooms but they were not designed for special education classes. The age level of the materials has limited its use to younger children since the audio-visual materials included in the kits were specifically related to younger children. Older students in special classes could have benefited from the concepts presented, they objected to the age level of the materials. This program has made no allowances for its use in special education classes but aspects of the program could have been adapted by special education teachers.

DUSO has been used effectively with regular elementary classes at the elementary level and could have been adapted for use with the younger children at Westfield, but many of the students in special classes were older than this level and needed another program.

The HDP was implemented at Westfield for a short period of time with good results but there were problems using this program in a special setting. The materials presented had to be adapted to meet the needs of the specific group. The teachers used this program as a guideline and did not rely on it as a crutch to deal with the students in the class. A time limit of twenty minutes seemed appropriate for this situation. The special situation of a small number in the class and confidentiality between the group members seemed to contribute to the success of the program. The transient nature of the group was an inherent problem in the use of HDP in an institutional setting such as Westfield (Mitchell & Riley, 1973).

The PFL program has been taught both at Westfield and W. P. Wagner High School in a special form. This has been a worthwhile part of the curriculum in both cases and could have been adapted to other situations. The DAHR human relations program has included the special form of the PFL program taught at Westfield and Wagner.

The basic principles of these programs have been incorporated into a meaningful program for special students, the objectives of which were adapted to meet their specific needs. The methods were changed, and the experiences and activities were made relevant and meaningful for these students.

CHAPTER III

ASSUMPTIONS AND DEFINITIONS

I. BASIC ASSUMPTIONS

This program was based on the assumption that understanding of self and relationships with others can be learned and is a growth process. It was also assumed that every individual has the capacity to learn and grow and thus has the right to develop to his own potential.

The goal of education in Alberta has been to provide opportunities for each student to gain a sense of his own value that will help him to realize his uniqueness and achieve his responsible place in the community (Patterson et al., Blair Report, 1969).

II. DEFINITIONS

Special Education Students

Students requiring special education services were defined by Dunn (1963) as those (1) who differ from the average to such a degree in physical or psychological characteristics, (2) that school programs designed for the majority of children do not afford them the opportunity for all round adjustment and optimum progress, (3) and who therefore need either special instruction or in some cases special auxilliary services or both, to achieve a level commensurate with their respective abilities (Blair Report, 1969).

Human Relations Education

Family life or human relations education was defined as a continuous process involving all life experiences in which the development of attitudes and conduct in interpersonal relationships will contribute to the full development and happiness of the individual.

The Family

The family was defined according to the United Nations International Children's Emergency Fund definition:

> family refers to whoever helps and protects the child and supplies its needs for normal development. The primary family may not be the one who does this.

Self Concept

Self concept was defined as a process including perceptual (the way a person perceives himself), conceptual (conceptions of distinctive personal characteristics, abilities, assets, and limitations), and attitudinal (feelings about self, present and future status, worth or unworthiness, self esteem or self reproach) components (Labenne & Green, 1970).

Values

Rogers (1969) defined values as: the tendency of a person to have shown preference in their actions for one kind of object or objective rather than another. It need not have involved any cognitive or conceptual thinking. It was seen simply as the value choice which was indicated behaviorally when an individual selected one object and rejected another. Value systems have been considered as including the individual responding in an almost reflex fashion; emotionally held values that were an intrinsic part of the personality; and value

systems that were superficial and exposed to public view because they were not personal. Value issues have been considered a complex and varied part of the personality.

III. DESCRIPTION OF STUDENTS

Westfield Students

To understand the need for a program to develop awareness and understanding of human relations one must be aware of the background and environment of children from atypical situations. The children at Westfield were in an institutional setting for the "emotionally disturbed", under the care of the Director of Child Welfare, as permanent or temporary wards of the government, or non-wards in care. Permanent wards have no further contact with their parents; temporary wards will hopefully go home in a short period of time if the family situation warrants it; non-wards in care, treated with the consent of their parents, can return home any time their parents wish. Most of the children were in care due to parental neglect, either physical or emotional. Legally, neglect has been defined as the abrogation of the parents responsibility towards the welfare of the child.

The socio-economic status of these families is predominantly lower class. Some of the children have been wards of the government for most of their lives; often their only concept of family was negative since foster home situations have broken down, and it was not uncommon for them to have experienced several different family situations in one year.

Another atypical background that these children come from includes broken homes. They have lived with their mother, father,

various step-parents, or relatives. The home situation was often unstable and disruptive, and in some cases the estranged parent caused problems within the home. In families where there were step-parents, the children from the former union often suffered emotional, physical, and sexual abuse. Some children were born in the family with different fathers and no consistent father figure existed in the home.

Some children came from homes where one of the parents was disturbed or mentally ill. This usually resulted in an unstable situation for the child and likewise at times resulted in emotional, physical, or sexual abuse. If the mother was ill, these children often assumed the responsibility of the family at a very early age.

Unstable, low income families have many problems with their children that can lead to institutionalization. Often these families received social assistance. These people lived in defeating poverty and suffered from emotional and experiential deprivation which led to a sense of hopelessness. Poor families have tended to breed poor families. Parents were drained of physical and emotional energy trying to cope with day to day life, leaving little incentive or energy to plan for their own futures or those of their children. They lacked skills to cope with their children and usually had a poor self image, which affected their reactions to their children. These parents have had problems with their children that become severe enough to warrant apprehension and institutionalization. These children were beyond the control of their parents. The pattern of child rearing was usually authoritarian and harsh, but inconsistent and impulsive and was characterized by physical control over their children at an early age.

Many families were Indian or Metis. Those from northern Alberta

or a reservation, were from a different culture than the majority. Their way of life and their values frequently did not coincide with the middle class values prevalent in the institutional care they now received and the society to which they were expected to conform. These children were often quiet and shy when they came to the institution and were confused by the conflict in attitudes and values they were faced with in this new environment.

Children such as these have been involved in various kinds of deviant behavior, including such delinquencies as theft, shoplifting, truancy, assault, and drug offences. Some have been involved in deviant sexual behavior such as incest, rape and prostitution, behaviors defined as deviant by middle class society.

All had emotional problems, and often felt a betrayal and abandonment by their families because they were in an institution (considered the last resort in treatment). They were lonely and had feelings of worthlessness, and their increasingly low self concept made their loneliness even more difficult to cope with. Placement in an institution usually increased their feelings of alienation. They had to learn how to deal with themselves as human beings when they felt alone and worthless, and the institution was exerting pressure on them to conform and modify their behavior. These and other reasons led to running away from the institution.

An understanding of the institution in which these children had been placed in was also important in developing a human relations program such as DAHR. This institution (Westfield) was a residential setting for the treatment and rehabilitation of children with behavioral and emotional disturbances who were assessed as above the educable

retarded level of functioning. It opened in 1967 and was funded and administered through the Department of Health and Social Development, Alberta government. Children between the ages of six and sixteen were considered for treatment although exceptions were made.

Westfield was unique in many respects. The complex was located within the city rather than isolated outside the community. It accommodated eighty-two children and was comprised of two units with twenty adolescents, three smaller cottages, two with ten children and one with ten adolescents who were almost ready to leave the institution, and a smaller closed unit designed to treat children who were impulsive and had severe runaway problems. There were several recreational facilities including a swimming pool, gymnasium, hockey rink, and playground.

The treatment program consisted of milieu therapy, group therapy, individual therapy, family therapy, and recreational therapy. It was felt that establishing a positive relationship with each child was especially important because of their negative self concept. The staff consisted of social workers, teachers, child therapy workers, recreational therapists, a nurse, house-mothers, institutional service workers, cooks, secretarial and maintenance people. Consultants consisted of a psychiatrist, psychologists, a pediatric neurologist, a pediatrician, and several dentists. A number of volunteers were utilized within the complex to help provide meaningful relationships in the area of fun and recreation.

There was a school within the complex under the Edmonton Public School Board's special education program. Education was provided for the children that were unable to cope with a regular school setting. The classes were small and emphasis was placed on individual work and

remediation since most of the children had had problems with school in the past.

The philosophy of Westfield was that institutional care for a child should be as short term as possible. Emphasis was placed on return to community life. This was achieved by returning the child to his own home, or to adoptive families, foster families, group homes, or other institutions if all else failed. Since the goal was return to the community, expectations were put on the child to behave in ways acceptable to the community. These expectations were tempered with consideration for the level at which the child was able to function, taking into account the emotional, intellectual, and physical deprivations he experienced. To encourage appropriate behavior the children were placed on a "Color system". This meant that the child was rated every day by the therapy counsellors, social workers, and teachers, on his behavior, participation, perceived attitudes, controls, interactions with peers, and interaction with adults. As the child improved he was rewarded with privileges and freedoms. For some children this was an effective way of modifying behavior; for others it was ineffective and presented problems in treatment. In these cases other means of behavior modification suited to the individual child were employed.

The children at Westfield lived in a rather structured, controlled environment. For most this was a drastic change requiring many adjustments. Most children responded to the consistent controls if they were tempered with love. They responded to the affection found at Westfield.

W. P. Wagner Students

This human relations program has been taught to the first year

students at W. P. Wagner High School. An understanding of the philosophy of the school and the students was important when adapting this program to meet the needs of these special students.

W. P. Wagner High School in Edmonton, Alberta, was designed to provide an alternative in public education for older boys and girls who were unable or unwilling to meet the demands of the regular high school curriculum. It was seen as a "second chance" school where students with past failures could start again. In this setting, efforts were made to ensure the students' special needs were provided for more effectively. The importance of providing for individual differences has been stressed many times by educators throughout recorded history. In the fifth century B.C. Confucius made the following observation, one which is still valid today:

> "There are four common errors in education which the teacher must be aware of. Some students try to learn too much or too many subjects, some learn too little or too few subjects, some learn things too easily, and some are too easily discouraged. These four things show that individuals differ in their mental endowment and only through a knowledge of the different mental endowments can the teacher correct their mistakes. A teacher is but a man who tries to bring out the good and remedy the weaknesses of his students."

Most teachers have agreed with this philosopher's analysis but in practice the needs of academically handicapped students have often been overlooked or even rejected. Most teachers in the typical school setting have reflected the following understandable attitudes: admiration of the student who grasps facts and concepts quickly, some pity for the conscientious student who cannot keep pace, and outright impatience with disinterested students who rebel against the "system". The traditional evaluative "system" has accepted or rejected students on the basis of their ability or inability to master a certain body of

information in a given period of time. Learning, has been primarily focused upon the content of a course, rather than upon the individual as a human being who has particular educational needs.

In Edmonton the first experimental program for older non-academic boys and girls was started in 1958 as a result of concern over the number of teenage drop-outs who were poorly equipped to make their way in adult society. At that time, it was felt that problems related to these drop-outs would become increasingly hazardous unless more was done to keep aimless boys and girls off the streets by means of interesting and constructive programs to retain them in school until they matured and became skilled enough to profitably enter the world of work. W. P. Wagner High School was designed for this purpose.

The least successful students in junior high schools who required a special senior high program were identified by such general characteristics as the following: a poor reading ability and an underdeveloped literary appreciation: rather inarticulate and weak in expressing opinions or ideas clearly: slowness in grasping abstractions but responsive to concrete and dramatic learning situations: lacking in effective study discipline and basic skills: little desire to excel scholastically: anti-school and anti-teacher attitudes and shunning extra-curricular activities: inability to see academic education as a means of vocational preparation and success: displaying a lack of self-confidence and initiative and consequently tend to be non-competitive, afraid to tackle new topics and projects, and unresponsive in class discussions: somewhat impulsive and unpredictable in action, often reflecting common prejudices and irrationality: and highly imitative and prefer being led but only within the framework of their own culture.

Through years of experience it was discovered that the following objectives were valid for this type of student: the completion of a special high school program of at least three years designed to improve the students' functional ability in reading, oral and written communications, computation, and to prepare them for successful entry into the world of work; opportunity for students to develop avocational interests and skills which could enrich their personal living; development of realistic goals of achievement that could give students a sense of initiative and direction; development of personality traits and attitudes which could promote their success in adult society -- including recognized moral values, acceptable social behavior, and a sense of responsibility toward other people and to their work.

The criteria for developing an appropriate curriculum for these students included the following: smaller classes with more individual guidance from sympathetic, imaginative, original, and vital teachers; less emphasis on the learning of facts and formal written examinations, and more emphasis on motivation and on providing situations in which students can experience some success. Readiness was considered an important aspect of learning for these students; lecturing and passive listening were replaced with more active participation, involving diversified use of multi-sensory aids and manipulative materials; a deeper knowledge of cultural and linguistic patterns of individual students was seen as necessary to enhance teacher-student trust and communication. The program was planned to be markedly different from the regular curriculum and grew out of the immediate as well as future needs of these students. Its content was designed to be purposeful and meaningful, and it was considered important to provide for maximum

flexibility to meet individual needs through incentives rather than restrictions. It also was designed to encourage the involvement in real situations rather than theoretical and, whenever possible, simulation of life experience. Students were given a choice in their vocational program, for choice itself was considered important as a symbol that they were initiating their own education. The learning morale of these students was strengthened when they sensed that what they were doing was relevant to earning a living. The chief objective of the program was general personal development -- success in this area was considered the student's greatest asset in finding and retaining employment as well as adjusting to a satisfactory role in adult society.

Based on the above criteria, a viable curriculum was structured for these students. The curriculum was based on a broad concept of general education, an integration of fundamental academic skills, cultural enrichment, and vocational preparation.

Approximately half the school time was devoted to improving the fundamental skills, traditionally known as academic subjects. Improvement of the powers of speech, and more effective command of the structure of spoken English and the expression of ideas was considered essential. This required utilizing every opportunity in the academic classes as well as during vocational activities to provide interesting topics for genuine and natural discussion.

In addition to skill in oral communication, including enlargement of their linguistic patterns, students must have acquired reasonable competency in written communication, as well as in calculations involving numbers, quantities and measurements, and a functional reading ability. These skills were considered basic in that they were seen as

the tools necessary to other learning, without which these students have been excluded from large areas of human thought and experience. Such fundamental skills by themselves, however, were not seen as representing an adequate minimal education. An avocational program was considered to be an integral part of the curriculum in order to provide activities that could foster cultural interests, appreciations and expression such as drama, film study, music, a rich variety of arts and crafts, dancing and the kind of sports and physical activities that could be continued into adult life. It was considered important too that the students have some understanding of the physical world and the society in which they must find a place. Great emphasis was placed on socializing and self discipline. They needed to develop a sense of responsibility to their work and towards other people, and arrive at some code of moral and social behavior which was self imposed. To help achieve such learning and values all boys and girls in the school were given the opportunity to become involved in numerous democratic and creative experiences.

Like the general academic program the students' vocational preparation was extended over three years. Year One was devoted to exploration in as many as eight vocational areas. During the cycle each student was given an opportunity to discover his special interests and abilities. At the end of Year One, students were given assistance in selecting a related cluster from a number of broad vocational fields offered in Year Two. In Year Three students took more specialized training in one particular field.

Vocational preparation offered experiences which were particularly stimulating to many students who were not academically inclined.

Practical courses often served as more successful vehicles for learning than traditional academic subjects. Such programs gave the student a chance to learn by direct experience and offered a medium of expression to those who found it difficult to put their feelings and ideas into words. The last years of school have required a unifying theme to give the students coherence and purpose, such as preparation for adult life and work. At W. P. Wagner this was achieved by offering a variety of vocational programs and related work experience which gave students opportunities for gainful employment. These included fields such as automotives, beauty culture, business education, plumbing, machine shop, sheet metal, food services, and new programs such as service station operation, auto parts training, commercial vehicle operation, horticulture, building construction, institutional services, photography, lithography, home management, and building maintenance.

The responsibility has rested with the teaching staff to use the facilities to the best advantage. It has been found that it is not enough for teachers to feel concerned and sympathetic: they must also confront some of the students with the facts of life and the necessity of accepting responsibility for their actions whether it be in connection with truancy, failure to complete assignments and projects, loafing on the job in the shop or work experience, or inability to get along with other people. Action was needed to lead students toward a real commitment. Students have often found it difficult to aspire to long range goals such as staying in school regularly enough to earn a diploma. Teachers and counsellors have done much through informal discussions and encouragement to provide direction in regard to a student's future

needs. Creating an interest in continuing education required a dynamic and relevant curriculum.

Many students were handicapped in both the classroom and the shop by the lack of proficiency in three basic skills -- reading, writing, and computation. It was difficult to motivate students in studies or projects requiring competence in these areas due to these learning barriers. Mathematics, science, reading, and English were integrated as much as possible with vocational programs to make them more relevant and understandable. Students with severe reading problems received individual assistance in a reading lab.

The major premise of the philosophy of W. P. Wagner was that students learn in different ways. When this was recognized, alternative vehicles for learning were provided. These have been accomplished through vocational experiences which relied on learning by doing. Inherent in using such approaches was the premise that nothing succeeds like success. Programs were developed to give students a sense of achievement and satisfaction and as a result self concept of unworthiness changed and a firm base was established upon which to build future success.

Although a few students have expressed concern about attending a special high school, the majority appeared to be relaxed, confident, and hopeful in their new environment. The school staff has expended energy and imagination to assist a group of students who have been left behind educationally. This kind of attention has helped to diminish feelings of neglect and frustration, to foster identification and good personal adjustment in a large institution.

Since the school has been committed to developing its own special curriculum, program and staff development have been considered to be of major importance. Experience has indicated that the most successful teachers at W. P. Wagner High School have been those who possess resourcefulness and the ability to combine consistent control with humor, patience, and understanding. The extent to which learning barriers exist has been directly related to student's lack of motivation, thus the search for motivational course content has been continued to assist the student who has been isolated, frustrated, and unmotivated.

W. P. Wagner school has furthered education for its students and has provided opportunities for students with scholastic difficulty. These difficulties to some extent have been overcome, saleable skills have been developed and a sense of dignity and personal worth has been restored to enable these students to assume their place as productive members of society.

IV. DESCRIPTION OF TEACHERS

The special nature of this human relations program made it essential that the teachers be chosen with extreme care. They must have had an interest in the students and the course, and been willing to expend great amounts of time and energy on both. The success of a program such as the DAHR human relations program depended upon the teacher.

In his book the Prophet, Gilbran (1923) gave a description of teaching that certainly applies to a human relations program.

> Then said a teacher, Speak to us of Teaching. And he said: No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple, among his followers,

> gives not of his wisdom, but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom but rather leads you to the threshold of your own mind. The astronomer may speak to you of his understanding of space, but he cannot give you his understanding. The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it. And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither. For the vision of one man lends not its wings to another man. And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth.

The teacher has been considered the single, most crucial variable in the success of an educational program. This has been especially true in the area of human relations since the content of the course deals with the essence of life, one's self and one's relationships with others.

Teaching this program has been a difficult and challenging task for a teacher. Field and Herbig (1970) in an examination of the working interrelationship of education and therapy in a residential treatment setting concluded that the teacher was a crucial variable in the rehabilitation of many of the children in residential treatment. They stated that the successful and effective teacher must have had very special qualities, including the ability to recognize and cope with personal problems. The teacher must have been involved in a continuous examination and reconstruction of the external and internal dimensions of reality in his experience.

Rogers (1969) stated that the goal of education was the facilitation of change and learning. The qualities of the teacher, or the facilitator of learning, were stated as: realness and genuineness; caring for the learner, or prizing, accepting, and trusting the student; and empathic understanding. Such a facilitator had created a

classroom climate characterized by all that he could have achieved of realness, prizing, and empathy. He had trusted the tendency of the students to be constructive as individuals and a group. Then a different quality of learning had taken place and feelings, positive, negative, or confused, have become a part of the classroom experience. These qualities of a teacher were seen as congruent with Roger's concept of unconditional positive regard -- in this case for the student.

Dreikurs (1968) stated the qualities essential to a teacher were: an ability to provide guidance and leadership; a knowledge of the whole child; an awareness of psychological dynamics in the learning process; an ability to create a democratic atmosphere; an ability to lead effective discussions; sincerity; an ability to establish a positive relationship with the students; respect for himself and the student; humor; an ability to make subject matter interesting; a genuine interest in all the students; an ability to encourage the child; an effective group leader; an ability to create a positive classroom atmosphere; an ability to unite the class for a common purpose; an ability to create a cooperative atmosphere; and a trust in the students ability to make decisions. These qualities were seen as the ideal for a human relations teacher.

A human relations teacher should have exhibited the following characteristics: self acceptance and acceptance of others; a knowledge and ability to handle the content of the program; an ability to communicate and interact effectively with others; a willingness to listen; an awareness and acceptance of one's values and those of others; flexibility; a willingness to spend considerable time in

preparation and in-service training; resourcefulness; humor; patience; understanding; and concern for the students.

It must be realized that the teacher has been an adult model for the students and should be chosen accordingly. The teacher must have exhibited a positive attitude towards himself, his students, and teaching.

Although most of the qualities of an exceptional teacher were seen as a part of the personality, all teachers could expand their abilities as a teacher. Therefore the two essential qualities for teachers of a human relations program were considered to be an interest in the program and a willingness to give of themselves and their time to become effective teachers in this area. Extensive in-service training was therefore, an integral part of the implementation of this human relations program.

CHAPTER IV

DESIGN OF THE PROGRAM

I. THE DEVELOPING AWARENESS OF HUMAN RELATIONS (DAHR) PROGRAM

I am a juvenile -- a juvenile delinquent
And I have this label.
Even if the words had no meaning, they sound hard and condemning
And say that I am bad.
Yet I am not really so different from the girls who seem to me
Smug in their goodness.

I often think that no one cares about how I feel.
I wish they would try to understand me as they claim they
want to;
I wish they would listen to what I have to say and
Not think of what they want to say to me.

People are always claiming that they want to help me --
My parents, teachers, social workers --
All tell me this, but I wonder what they mean by help.
Is it to make me over to be like them?
This is not for me.

. . . . . .

Another thing -- I not only need an education,
I really want to learn.
School does not believe me when I say this
Because I stay home so frequently
And often do not do the work assigned.
I know that I must change if I am ever to get my diploma
But it is hard for me to be just a student
And follow rules, rules, rules.

I really don't belong in school --
But I need my diploma.
I'm not happy living at home --
But I can't move out with a baby.
I'd like to find a good job --
But I have no training.
I get that hollow feeling and then I wonder
Where do I go from here?

- written by a "delinquent" girl (Konopka, 1966).

The most important thing to be remembered in the education of students such as this girl was that values are rooted in emotion and not easily changed. Viable alternatives to their value system must have been presented, not only one middle class choice. The student should have been encouraged to examine all the alternatives and develop a personal value system whatever that may be. The greatest value that could be taught was seen as respect for each individual human being, and the best way to teach this was to display this respect for each individual human being. Display of respect for each individual student was especially important due to the special problems and low self esteem experienced by them. It was recognized that values of the school were goals rather than prerequisites for learning. The student was accepted "where he was at". This program has taken these individual and group differences into account.

This course has been taught as a Human Relations or family life education program. The existence of, and the need to integrate, appreciate, and evaluate different points of view was implicit in the program. The objective was to improve the quality of human relationships that sustain the individual. Each student should have come to identify his own set of values which were worthy, unique to, and congruent with his personal life experiences.

In this unique situation human relations education was defined as a continuous process involving all life experiences in which the development of attitudes and conduct in interpersonal relationships contributed to the full development and happiness of the individual student. These students needed an intense program in human relations to give them the skills and self confidence necessary to achieve the self fulfillment they needed.

General aims of the program included:

1. To give each student an opportunity to feel good about himself, i.e. to see himself as a worthwhile person.

2. To help each student achieve self understanding and self respect leading to self confidence.

3. To develop a tolerance for the life style of others, especially significant others.

4. To improve each student's capacity for effective communication.

5. To give each student an understanding of his interpersonal relationships with peers, adults, and siblings.

6. To develop empathy and understanding for those he comes in contact with.

7. To assist each student in making astute decisions in his life now and in the future by giving specific and relevant information.

8. To help each student accept and respect his own sexuality as well as others.

9. To develop an understanding of the family unit as we know it, and as it appears in different forms.

10. To assist in providing emotional stability for each child.

11. To give the student an opportunity to develop a positive self image with an understanding of the limitations imposed by their particular handicap.

12. To encourage students to be involved active members of their community and to become aware of all the benefits and risks provided by the community.

13. To help students cope with changes and unpredictable situations in their daily and long term relationships with others and the community.

14. To foster proper work attitudes and habits which will enable the students to obtain and retain their jobs.

15. To impart knowledge to the student on any subject that he feels is important.

As can be seen by these general aims, their importance to the life of these students could not be underestimated. The program was flexible due to the student's transitory nature, attendance and drop-out rate, and the personal and academic problems. This program was taught in a warm, relaxed atmosphere.

The curriculum was designed to be open ended with general guidelines flexible enough to have been adjusted to the current situation. The intent of this curriculum was to assist the teacher in organization and long range planning.

The units of study could be applied to students of a wide age range and the teacher must have assessed the level of the class and adapted the units accordingly. Many topic areas have been presented and must be assessed for their usefulness to each class at any given time. The units were designed to be flexible and have been used in whole or in parts to fit the needs of any particular class. They were designed to be presented in the order most useful to the teacher. The materials have been especially selected for their appropriateness for special students with emphasis on verbal and concrete experiences to fit the needs of these students. Materials and topics were adjusted to the maturity level of the students.

The materials of this program were specially selected because of the low achievement level of many of these students. They have experienced failure in school and should not have been faced with it

again in a human relations program. ED-U Press in Syracuse, New York was found to be one place where material has been published for this type of student. It was written in simple language that adolescents related to and was prepared especially for reluctant readers and students with low reading levels. Audio-visual materials have also been examined for the middle class values and attitudes that they usually have implied. This did not mean that these materials were not used but that they have been used with discrimination. New materials have been developed as the program progressed and this was seen as a continuing process.

Units of Study

The following units of study could be applied in whole, or in part to any special education class.

1. Orientation

Objectives:

a. introduce the student to the school
   - school facilities
   - environment
   - roles of different people in the school
   - physical layout of the school

b. introduce the course
   - general objectives of the program
   - determine topics of interest to each class

c. establish a positive classroom climate

d. establish a "belongingness and loyalty" to the school and class

e. to motivate the students

2. Communication Skills

Objectives:

a. to provide non-threatening situations and games to enable the student to express his feelings with the ultimate goal of honesty and sensitivity to communication of others

b. to improve each student's capacity for effective communication

c. to emphasize the personal, active, immediate, reciprocal components of communication

d. to understand communication as essential to all human relationships

e. to learn and practice the interpersonal communication skills, verbal and non-verbal

3. Self Awareness

Objectives:

a. to assist the student in developing understanding of himself and others

b. to give each student an opportunity to see himself as a worthwhile person

c. to help each student achieve self understanding and self respect, leading to self confidence

d. to assist the student to see himself and others as special and unique

e. to help students deal with personal awareness or discoveries in a positive manner

f. to discover, accept, and make known one's feelings

g. to assist students to improve their interpersonal relationships

4. Feelings and Emotions

Objectives:

a. to assist students identify the feelings they experience

b. to help students express their feelings

c. awareness that feelings are natural and shared by others

d. each person has unique feelings and this difference is normal

3. to develop empathy and understanding for those he comes in contact with

5. Values Clarification

Objectives:

a. to assist students to understand what values and attitudes are

b. to assist students to understand how values and attitudes are acquired

c. to assist students to identify their own values

d. to develop a tolerance for the life style of others

6. Responsibility

Objectives:

a. to develop in students an awareness and understanding of the concepts of human dependence and independence

b. an awareness that dependence and independence exist currently and evolve in the maturation process

c. to develop in students recognition and acceptance of personal independence -- in self and others -- of many kinds and levels

d. to help students towards a feeling of self-worth and self-reliance from which independent responsible behavior derives

e. to encourage students to relate to others as human beings -- regardless of physical, mental, or social conditions such as the handicapped, retarded, or economically deprived

f. to develop an awareness of the manner in which freedom and accountability are related

g. to develop an awareness of the role played by personal values, peer pressure, family and institutions in determining the extent of personal freedom

h. to give factual, up-to-date information on the present day drug scene using qualified resource personnel available

i. human rights and prejudice

j. an understanding of how to deal with people in positions of authority

k. juvenile delinquency -- law -- prisons -- consequences

7. Growth and Development

Objectives:

a. to develop an emotional acceptance of growth as a basic function of life

b. to improve understanding and relationships between themselves and children

c. to explore the world of childhood for a better understanding of self and parenting

d. to gain basic information about child development -- social, physical, emotional, and intellectual

8. Family

Objectives:

a. to look at the family as it appears in various forms in our society, sociologically, psychologically, and physical structure

b. to discover why families are so different

c. to become aware of the various roles of family members

d. to help each student understand and appreciate their family now -- to be realistic about family expectations, and become a functioning member of that family -- in whatever family situation the student is -- institution, single parent, living with relatives, etc.

e. a realistic understanding of family responsibilities

f. an understanding of the problems involved in family break-up

The following optional unit must only be taught with parental, or guardian consent.

9. Sexuality

Objectives:

a. to gain a factual understanding of the human reproductive system

b. to expand the student's vocabulary

c. to develop an understanding of human sexuality and male-female roles and an appreciation of the similarities and differences

d. to become aware of the changing roles of males and females in society today

e. to provide opportunities for open, guided discussions of the pros and cons of various moral issues related to sexual behavior

f. to help students define their own value system

g. to provide information to base sexual behavioral decision on

h. to assist students to live their daily lives comfortably, wisely, and responsibly among other male and female persons

i. to help each student accept and respect his own sexuality as well as others

The following optional units should be taught dependent on the maturity level of the students.

10. Love -- Dating -- Courtship

Objectives:

a. to help students relate to their peers

b. to assist students be at ease with and talk to members of the opposite sex

c. to help students gain confidence in themselves as young adults

d. to gain an understanding of the nature of love -- in all its forms -- and its importance

e. to develop an understanding of love in dating, courtship, and marriage in our society

f. to understand and appreciate the limitations of dating in mate selection and the function of dating as self-discovery

g. to recognize and appreciate the courtship period as a time of discovering and expectations, needs, and values of oneself and one's loved one

11. Marriage

Objectives:

a. to gain a knowledge of the institution of marriage in our culture

b. to identify, examine, and understand the complex and changing relationship in marriage

c. to provide an opportunity for students to assess when they will be ready for marriage

d. to provide realistic experiences to help students understand the realities of marriage such as economics, legalities, and roles

e. to assist each student in making wise decisions in his life now and in the future

12. Career Exploration

Objectives:

a. responsibilities in working

b. expected behavior on the job

c. applying for jobs -- part-time and permanent

d. volunteer work

e. apprenticeship -- unions and strikes -- contracts

f. manpower

g. helping the student make wise vocational decisions

The following optional unit should be taught at the discretion of the teacher.

13. Death and Dying

Objectives:

a. to stimulate some understanding and forethought about the inevitability of death

b. to encourage the development of a healthy and realistic concept of death

c. to prepare students to deal with the emotional implications of death

d. to provide students with some emotional relief and understanding in the face of unexpected death

e. to present students with a revitalized concern for quality living

Methodology Relevant to Human Relations Education

Effective methods for the DAHR human relations program are related to both the special educational needs of the students for which it was designed and the special content of the program itself. These two considerations make special methodology necessary for the success of this program.

Traditional teaching methods can be applied to the content of this program with the notable exception of the lecture method. Effective methods that have been applied to this curriculum include; discussions, both as a class and in small groups; audio-visual techniques and aids; group work; games; projects as a class, a group, or an individual; and role playing. An especially important method of teaching in a human relations course is modelling, the teacher is a model for the student and must be aware of this fact and use it effectively. The special nature of a human relations class enables the teacher to simulate many of life's experiences in a warm, accepting atmosphere. This method of teaching enables the student to practice growth producing experiences, and accept and change undesirable characteristics. The teacher must accept the responsibility for the constant challenge to find new and relevant ways to teach human relations education.

Evaluation methodology is a difficult aspect of a human relations program as much of the change experienced by the students is subtle or delayed. The teacher should develop an evaluation system involving the students as a group and as individuals with a definite criteria for achievement.

Role playing is a technique that is extremely useful in a human relations program but it is not familiar to many teachers. Since this method of teaching is a sensitive area an extensive description of this technique is included in this thesis.

Role playing is considered a useful technique, especially with special class students. A human relations teacher should be completely familiar and comfortable with this learning technique.

Role playing is a natural and spontaneous way of learning. It offers the opportunity to elicit from the students what they believe, think, feel, and aspire to be. The purpose of role playing for social values is to help the student think, feel, and then act rather than to think, act, and then feel (Shaftel, 1967).

Dramatizing or acting out a situation enables the student to experience the situation from another point of view. It is a technique that required understanding, reading, studying, hypothesizing, sensitizing, testing, listening, discussion, and decision-making as the child develops his own personal value system. Role playing is an exercise in empathy, a valuable technique in promoting both self acceptance and acceptance of others. Problems are discussed on an impersonal basis in role playing, i.e. personal problems are discussed as problems in a hypothetical situation. Similarly, hostilities are released on an impersonal basis in such a situation. It is a technique in which children can experiment and explore social behavior in a non-punitive atmosphere, and examine alternatives, explore consequences and make a choice. In doing this the student learns to handle data, to offer tentative solutions, to examine consequences and finally to make decisions in the light of those consequences.

Role playing is considered a valuable teaching technique but its value depends on the abilities of the teacher. This technique is not simple or easy, it demands much of the teacher, the students, and their relationship to each other. The teacher's role is supportive and non-evaluative and the classroom climate must be safe, where students are encouraged to express themselves, their ideas, and their feelings frankly. Students must respect others in their group, as well as their ideas and feelings. The teacher-pupil relationship must be one of trust where the teacher values students as persons regardless of their behavior.

Role playing is used to clarify social values, to bring about awareness of others, to develop spontaneity which gets rid of inhibitions and invites exploration in subject areas with consideration for historical realities. Role playing is a successful and stimulating technique provided it is properly understood and carried out. Not only do educators assist students to arrive at social values to which they can commit themselves, but students receive practice and skill in decision-making.

The success of role playing depends on the teacher's skill in selecting a significant problem; presenting the problem in a relevant manner; assigning the roles to students who can identify with and handle them; stopping the action at the appropriate time; and leading a follow-up discussion.

The problems selected for role playing must be relevant to the students. Spontaneity is an important aspect of role playing, the teacher must be flexible enough to capitalize on a significant situation that might arise in the classroom where role playing is a

valuable tool. A role playing situation may arise from a film, article, story, book, newspaper, television, or an incident that occurred at school or in the community. The role playing situation promotes communication and discussion among the students. Some relevant role playing situations are those related to parent-child relationships such as coming home late, student-authority relationships such as experienced with the police, or with the principal, or boy-girl relationships such as dating.

The teacher must set the scene and get the class feeling in terms of the situation. Students then need a short preparation period to set the scene. The teacher or the students determine the facts that immediately precede the beginning of the role play. The parts to be played in the role playing can be chosen on a volunteer basis or assigned by the teacher. Either way important considerations must be kept in mind by the teacher. An unfavorable role should be taken by a student who has the status necessary to cope with the situation. A role should never be assigned to a student who would feel uncomfortable or reveal an emotional problem. After the situation is described and the roles assigned the action is started naturally and quickly.

The purpose of role playing is considered to present a problem and show potential reactions to it. The characters are not expected to find a solution. When the characters have revealed their feelings and their approach to the problem and the interest is still high the action should be stopped by the teacher. The situation is then sometimes replayed with other characters if desired, or the roles reversed. The action is stopped at any time if an emotional problem is exposed that cannot be handled in the classroom.

Role playing is followed by relevant discussion. It brings out the advantages and disadvantages of the action taken by the characters without personal criticism. The discussion includes both the characters in the situation and the observers. Alternative actions and behaviors are considered by the class. Feelings of the students should be handled sensitively by the teachers.

After role playing is introduced to the class it should be used appropriately and infrequently. Any serious problems that arise from a role play situation should be referred to the school counselor or appropriate person. Role playing in the classroom is a social and emotional learning situation for the students and the teacher must take care to keep the situation under control (Westerville, 1958).

Before role-playing is attempted in any class the teacher should have had a good idea of what is involved. It is considered advisable for a teacher unfamiliar with the procedure to discuss role-playing with someone who has handled this activity in a classroom. It is important that a teacher know the students with whom he is initiating this activity. It is not considered advisable for a teacher to initiate the role-playing early in the school year. Role-playing works best when there is a good trust relationship built up between teacher and students, which can only be achieved after several weeks of interaction.

Suggestions with regard to the procedure of role-playing in special classes are as follows:

1. There is a variety of activities that can be carried out in preparation for role-playing. Structured activities are useful. Students can take parts and read short plays on typical subjects, such as those found in scholastic magazines and the Maturity series. Open-

ended plays are a slight progression from this, here students have the opportunity to express their feelings.

Charades are another valuable activity in the preparation for role-playing. Students are given two or three areas such as T.V., shows, songs, movies from which to develop a charade and then act it out. This type of activity enables the students to verbalize and allowed the teacher time to observe the students in an activity that can be a warm-up to role playing. It is essential to note that role playing should develop slowly with both students and teachers gaining experience that will assist them in role-playing from these activities.

2. When selecting topics for discussion, teachers should stay away from any topic that might have immediate effects on any student. For example, a role-playing activity that involves the topic death should not be presented in a class if the teacher is aware of a recent death in the family of one of the students.

3. Caution must be taken with regards to the selection of students to handle the roles. The best way to assign roles is to ask for volunteers. A student who is self-conscious can then sit back and watch how the activity works without being forced into taking a role. No student should be forced to take on any role he does not feel he can handle.

When roles are being established before the activity begins it is sometimes a good idea to have a student select a role and establish the type of person to be represented, such as an aggressive father, and then another student can take the role. This enables the students to establish the role. Also, if the characters to be played have names that help to depict their role (Evil Harry), the roles are easier to handle and do not infringe upon the student's self.

4. Caution should be taken with teachers playing roles. It is preferable to have two teachers present when the role-playing activity is taking place. Teachers should be cautioned to never take roles themselves if there is no other teacher present. When a teacher himself plays a role, he is not free to observe what is happening in the entire class.

The ideal is to have two teachers handling the role playing activity, as better observation takes place and more guidance can be given to students.

Role playing is considered an essential aspect of any human relations or family life education program.

Points to be Considered When Using the Units of Study or Parts of Them

The special educational needs of the students in this human relations program necessitate certain considerations when the units of study or parts of them are used by the teacher. Some of these special considerations are listed below:

1. To be gainfully employed students need intentiveness, flexibility, resourcefulness, curiosity, and judgment.

2. Some routine and exercises are necessary but it is important to realize that it is impossible for all students to enjoy them.

3. Both content and process are learned in life experiences. They, and the qualities of interpersonal relationships can be improved: Behavior can be changed by providing appropriate, challenging, and useful content; teaching the necessary skills for verbal and non-verbal communication; providing opportunities for practice with growth producing responses; and providing opportunities and models which convey that it is profitable to be concerned about improving the quality of human relationships.

4. Students will be motivated to learn and grow if they feel good about themselves.

5. Flexibility is essential, if a student has a concern it should be dealt with at the time.

6. Students should be involved in as many decisions as possible.

7. Students resist change if it is imposed on them.

8. Students tend to change if it is supported by their environment, therefore a student's environment should be considered when expectations are made of him.

9. Students change in small, sometimes barely noticeable ways and therefore expectations should be realistic.

10. Since many students have reading problems the teacher may need to read materials aloud or use a tape recorder. Students should also read to themselves when appropriate.

11. Exercises and activities must be adapted to meet the needs of each class, size, age, abilities, and interests.

12. Materials may be used in any order appropriate for the needs of the class.

13. Each teacher must assess the value of any materials for the needs of the class at any particular time.

14. The selection of materials included in this thesis have been successfully used by special education teachers.

II. IMPORTANCE

This program was considered important for several reasons: special education students often lacked the skills in communication and relating to others necessary to obtain and keep a job; these students

often had a low self concept and had difficulty coping with life; these students attended school irregularly and left as soon as possible, therefore the skills and confidence this program proposed to offer them were essential if they were to take a productive place in society.

If the goals of this program have been achieved the climate of the school should have been improved and thus the quality of education enhanced.

The major importance of this program was that it met the needs of special education students that had hereto been neglected.

III. LIMITATIONS

Several limitations of this human relations program have been considered. The problems of the students themselves were seen as inherent limitations of the program. These students often had learning problems, poor reading skills, behavior problems, and poor attitudes towards school. The student population in special education classes had tended to be more transient, making teaching difficult.

It was difficult to find teachers qualified to teach this program. Since no specific training had been available, teachers with social studies, sociology, or psychology backgrounds, who were willing to spend time in in-service training and personal research were considered suitable to teach this program. The most important qualification was an ability to relate to the students. The teacher must have accepted himself and his students, and been comfortable with the content of the course.

In some situations, space, time, and class size presented limitations. In situations where the special class was integrated with

other classes for some time, or in special schools such as W. P. Wagner, timetabling was a problem. This course must have been flexible to meet limitations as it may have been taught once a week or as often as once a day.

The nature of this program made it different from other classes. Activities such as establishing a day care centre, involvement in the community, and movement with the school, have been limited by administrative policies, space availability and monies available to the students.

A major limitation of this program was lack of appropriate materials. All materials must have been previewed for appropriateness to the special class being taught. Books at an appropriate reading and interest level were difficult to find which necessitate considerable reproduction of appropriate materials. Audio-visual aids were usually seen as laden with middle class values and were used with care.

If a unit on sexuality was included in this program parental or guardian's consent was required. This was an area that must have been handled with care and may have limited certain aspects of the program.

The entire area of human relations, or family life education has been surrounded by controversy and this was considered an external limitation of the program that must be considered and handled with sensitivity.

IV. IMPLEMENTATION

The development of the DAHR human relations program has been influenced by existing programs such as DUSO, HDP, SRA, and especially

Perspectives for Living. The National Commission on Family Life Education (1968) in the United States published principles, plans and procedures for family life education programs. Steps listed in establishing a family life education program included such things as: representative committees, community support, assessment of needs, goals for the community, and assessment of positive and negative conditions. While these steps applied to all situations additional guidelines were needed when dealing with special education children. Other steps to consider included cooperation of the school administration and teaching staff, assessment of other related curriculums to eliminate possible overlap, specific goals established considering the particular problems of the special education class concerned, and selection of appropriate teachers.

This program has been taught as a Perspectives for Living course in the Edmonton Public School System at the junior high school level. The issue of parental consent was considered if the unit on sexuality was included, but without this unit the program has been taught as a Human Relations course.

When this program was implemented in an institutional setting special steps were considered. The program was discussed with the administrators and social workers in the institution. This was necessary due to the treatment the child was receiving and care was taken to avoid conflict between the therapy the child received and the human relations program. Special problems faced the child because of the institutional care itself and former environments. These were identified and discussed. The teacher was aware of what was happening, and what had happened to the child in order to ensure that the child

was not threatened by any aspect of the program. The institution was assisted in accepting its responsibility to be a family for each of the children in care.

The commission also listed procedures in undertaking the steps mentioned. These included such things as examining curricula, reviewing resource materials, and setting up workshops for those involved. To implement such a program these procedures should also have included the following. Initiations of special programs and workshops for special education teachers. These were necessarily different in some aspects than those for teachers in regular classrooms. Special education teachers needed the support of others in a similar situation. The materials were reviewed for the appropriateness for the special classroom, as materials that generated middle class values were threatening to some students. A more flexible curriculum that was adaptable to special situations was planned due to the transient nature and fluxuating needs of special education students.

An institutional setting involved special problems such as the integration of the program into a general treatment program, working with other institutional staff such as social workers, and making allowances for the problems inherent in institutional life. All materials were reviewed for appropriateness in the special situation. There was an increased awareness of value issues and special flexibility in the program considering the needs of the students.

Teachers of this human relations program considered the following in implementing this program: 1. Realistic expectations and goals were set when dealing with these students. 2. A teacher must have accepted himself and students "as they were" before changes occurred. 3. The

teacher developed a warm and trusting climate between himself and his students. 4. Positive reinforcement, acceptance, praise, and caring were conducive to personal growth and learning. 5. The way in which a teacher reacted to a student was an important factor in developing a positive self concept, i.e. a student was not "put down". 6. The values of the school were seen as goals rather than prerequisites for learning. There was often a conflict between the teacher's values and the student's, between the school's values and the student's environmental values, therefore the teacher must have been comfortable with his personal value system and tolerant of the student's. 7. An issue, or a unit of study, was not attempted unless the teacher was comfortable with the material. 8. The teacher was aware that he modeled adult behavior which included cooperation, sharing, regard for self and others, willingness to listen, willingness to change, acceptance of self, admission of mistakes and faults, and conscious of personal growth.

The commission also listed points to consider when looking critically at family life education programs and materials. These were generally helpful and included: relevance to the life situation of the students, respect of differing family values and patterns, realism, communication, and assessment. The following were also included for special education classes. The reading or comprehension level of material to be used was determined. This was considered necessary due to the underachievement or low achievement level of the students in special education. The low frustration point made it important that they could understand materials used without too much difficulty. The values and attitudes implied in materials were examined to ensure that

these children were not exposed to unnecessary criticism no matter how subtle.

Information was made available to the teacher about the students. The following questionnaires have been adapted for use in special education classes to provide the teacher with additional information about his students.

Questionnaires were administered to the students at W. P. Wagner at the beginning of the term to give the teachers some indications about the students in the year one human relations classes. The Lipsitt Self-Concept Scale, an instrument developed by Anderson and Walberg at Harvard University and revised by Anderson and Cayne in 1969 at McGill University, an Osgood Semantic Differential Scale, and an information questionnaire were given to the students. The validity and reliability of these questionnaires have been previously established. These questionnaires were included in the appendix of this thesis.

The preliminary questionnaires were developed and revised to meet the specific needs of the students and teachers at W. P. Wagner school in consultation with Dr. John Paterson and Dr. Len Stewin. These questionnaires were revised again after consultation with the head of curriculum committee for the human relations program, the head of the English department, and two human relations teachers. The questionnaires were then given to a sample of students and further revised. The revisions consisted of deletion of items that were not relevant to the situation at W. P. Wagner or above the general reading level of the students.

On the self-concept scale (Lipsitt, 1958), the students were asked to rate themselves on a five point scale, "not at all", "not very often", "some of the time", and "most of the time" by placing a

check mark in the space that best described them. Each adjective had a prefix of "I am". All items except "I am lazy", "jealous", and "bashful" were considered socially desirable (Flaherty, 1968).

The instrument developed and revised by Anderson, Walberg, and Cayne (1969) was designed for special class students. Thirty-nine of the forty-five items were selected for use at Wagner. These were questions regarding attitudes toward school answered by circling "yes" or "no".

The semantic differential scale originated by Osgood (1957) was used as a means of measuring concepts which were objects of judgment through the use of scales using bipolar adjectives. The subject indicated for each paired item the direction of his association on a seven step scale. To achieve validity and reliability the paired concepts used on the questionnaire were selected from those mentioned by Osgood (1957). The directions were brief and simple. This scale was used to determine attitudes and feelings about self, best friend, father, mother, home, teacher, and policemen.

The general information questionnaire was designed to obtain data about their environment, themselves, and school history. These instruments were included in the appendix of this thesis. They could be readily adapted to other special class situations to give indications about the student population.

CHAPTER V

CONCLUSION AND DISCUSSION

I. SUMMARY

Students in atypical situations had been found to be neglected in family life education or human relations programs. Available programs were middle class in their orientation and were even harmful to the special child if handled insensitively. Special children needed family life or human relations education even more than their more normal counterparts. The programs have been modified to meet these students special needs.

This thesis has been developed as a perspective human relations program designed to meet the needs of special education students. Little or no direct research was identified in this particular area, although related theories and research indicated a need and provided a basis for this program. Other related programs contributed to the needs of special students but a comprehensive program was needed. Based on reviewed theory, research, experience, and a description of the students, this human relations curriculum was developed. Characteristics of the teachers, implementation of the program, and materials for each unit of study were outlined. Experience has shown that the teacher should have assessed the needs of the students and adapted the curriculum and materials accordingly.

The success of the human relations program was difficult to evaluate due to the many variables involved. Behavior change was difficult to assess. The success of this program was judged solely by the reactions of the teachers and students. A positive reaction towards the program may be considered as justification, however only further research will provide evidence. Behavior changes were occasionally observed during the school year, however changes were known to occur a considerable time after exposure to the program.

As it was considered the teacher's responsibility to educate the total child, this human relations program dealt with issues basic to self-fulfillment. It was there[illegible]n essential aspect of total education and could have made a [illegible]ibution to special education classes.

II. WHAT HAS BEEN ACHIEVED

This program has been taught at Westfield in three classes of about fifteen students as an option twice a week. The unit on sexuality was included with the consent of the director of the institution. Two teachers with social sciences background and related experience such as social work, taught the classes. This team approach was viewed positively by both the teachers and the students. An effort was made to integrate the program into the total treatment at the institution by including the social workers in planning and participating in the classes whenever possible. Although a formal evaluation was never made, the program was viewed positively by the staff of the institution, teachers, and students. The social workers appreciated the involvement in the school; the teachers felt that the curriculum was useful and

received satisfaction from teaching the course; and the students enjoyed the course and felt the materials were interesting and relevant. This course made a contribution to the total treatment program at Westfield and may have shortened the students' stay in the institution and enhanced their chances of success upon return to the community.

A research grant was obtained from the Edmonton Public School Board to develop a human relations program for special education students. This grant was used to purchase books, kits, and posters used with this type of student. These materials have been used in two special education settings in Edmonton, W. P. Wagner Vocational High School and L. Y. Cairns School for "slow learners".

This program was taught at W. P. Wagner High School as a Human Relations-English subject compulsory for approximately four hundred and thirty-five first year students. Since the course was offered to all students the unit on sexuality was omitted. This class was taught for a forty minute period each day. The curriculum had been adapted to meet the needs of the students. The teachers were selected to teach this course because of background in the social sciences area and experience with special students. They have reported feeling comfortable with this curriculum and have expressed positive feelings about the course. The students' reactions have generally spoken positively about the program and the teachers. The materials presented were interesting and relevant to the students. This program has been expanded into a year two course offered as a modified Perspectives course for high school credits, comprising an aspect of total education of the students at W. P. Wagner School.

A curriculum committee has been formed to establish a flexible core curriculum for special students and a fund of appropriate resource

materials. From this, expansion of the program has become feasible in other special education areas. This has been seen as a continual process to provide quality education for these students.

III. IMPLICATIONS OF DAHR

This program should make a contribution to the total treatment program if implemented in an institutional setting. It should shorten the stay of the student and enhance his chances of success upon return to the community beceuse of his increased skills in relating to others.

If taught in a school setting this program should contribute to the total education of the students. The climate of the school should improve and thus the quality of the entire school experience.

If the self concept of the student can be enhanced, his learning achievements should improve and he should become generally more successful in his school experiences.

The long term implications of this program are seen as increased satisfaction and happiness of the student from the awareness and understanding of himself and his human relationships. This in turn should lead to successful employment and satisfaction in his personal life.

Teaching this program should also enhance the lives of those involved. Teaching is considered a reciprocal process especially in human relations education.

IV. RECOMMENDATIONS

1. This program should be implemented in special education classes. This includes institutions for emotionally disturbed

children, juvenile delinquents, handicapped students, and pregnant girls. Special vocational schools should also integrate this course into their programs. Schools for "slow learners" should adapt this program for their purposes. Special education classes within other schools such as pre vocational programs, adaptation, and opportunity classes should integrate this program into their schedules. Inner city schools could also find this program useful.

2. Available resource materials should be examined for implied attitudes and values and new materials should be developed to meet the special needs of these students.

3. Relevant in-service training should be established for teachers of this program.

4. This program should be the subject of a comprehensive research project with a control group.

5. The attitudes of teachers, students, and parents or guardians toward this program should be studied.

6. A follow up study of students that have taken the program should be undertaken to determine long term implications.

7. More research should be undertaken in the area of self concept improvement for special education students.

8. Research should be done to determine the characteristics necessary for teachers of a human relations program that lead to greater student achievement, both cognitive and emotional.

9. Behavior changes and their relationship to this program should be studied.

10. Teachers, students, and parents or guardians should be made aware of this program and become involved in implementing and adapting it for the special class situation involved.

11. This program should be taught only when a qualified teacher is available.

12. A system of distributing materials that have been successful with special students should be established.

13. An ongoing curriculum committee should be established to continue the development of this program.

14. Students should be involved in decisions regarding any human relations program.

The following quotation expresses the reason, philosophy, and goals of the DAHR human relations program.

> Why should we be in such a desperate haste to succeed,
> And in such desperate enterprises?
> If a man does not keep pace with his companions,
> Perhaps it is because he hears a different drummer.
> Let him step to the music which he hears,
> However measured or far away.
>
> - Henry David Thoreau

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APPENDIX A

STUDENT QUESTIONNAIRES

I. Information Questionnaire

1. What is your teacher's name?

2. How old are you?

3. Are you male or female?

4. What grade or class were you in last year?

5. What school were you at last year? Did you finish the year?

6. Why are you at W. P. Wagner?

7. Describe your home situation:

   number of adults

   number of children

   and how are they related to you if they are related.

   example: mother — foster parents

   father — aunt

   sisters — uncle

   brothers — friends

II. Lipsitt Self Concept Scale

	NOT AT ALL	NOT VERY OFTEN	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
1. I am friendly					
2. I am happy					
3. I am kind					
4. I am brave					
5. I am honest					
6. I am likeable					
7. I am trusted					
8. I am good					
9. I am proud					
10. I am lazy					
11. I am loyal					
12. I am cooperative					
13. I am cheerful					
14. I am thoughtful					
15. I am popular					
16. I am courteous					
17. I am jealous					
18. I am obedient					
19. I am polite					
20. I am bashful					
21. I am clean					
22. I am helpful					

III. ANDERSON QUESTIONNAIRE

Questionnaire developed by Anderson and Wallace at Harvard University and revised by Anderson and Cayne in 1969 at McGill University.

DIRECTIONS

This is not a test. The questions inside are to find out what your class is like. Please answer all the questions.

Each sentence is meant to describe your class. If you agree with the sentence circle yes. If you don't agree with the sentence, circle no.

EXAMPLE

	Circle Your Answer
1. Most children in the class are good friends.	Yes No

If you think that most children in the class are good friends, circle the yes like this:

1. Most children in the class are good friends.	(Yes) No

If you do not think that most children in the class are good friends, circle the no like this:

1. Most children in the class are good friends.	Yes (No)

Now turn the page and answer all the questions about your class.

1. The pupils enjoy their schoolwork in my class. Yes No
2. In our class the work is hard to do. Yes No
3. My best friends are in my class. Yes No
4. Some of the children in our class are mean. Yes No
5. Most pupils are pleased with the class. Yes No
6. Many children in the class get together after school. Yes No
7. Most children can do their schoolwork without help. Yes No
8. Some pupils don't like the class. Yes No
9. Most children want their work to be better than their friends' work. Yes No
10. In my class everybody is my friend. Yes No
11. Most of the children in my class enjoy school. Yes No
12. Some pupils don't like other pupils Yes No
13. Some pupils feel bad when they do not do as well as the others. Yes No
14. In my class I like to work with others. Yes No
15. In our class all the pupils know how to do their schoolwork. Yes No
16. Most children say this class is fun. Yes No
17. Some people in my class are not my friends. Yes No
18. Children have secrets with other children in the class. Yes No
19. Children often find their schoolwork hard. Yes No
20. Most children don't care who finishes first. Yes No
21. Some children don't like other children. Yes No
22. Some pupils are not happy in class. Yes No
23. All of the children know each other well. Yes No
24. Only the smart pupils can do their work. Yes No

25. Some pupils always try to do their work better than the others. Yes No
26. Children seem to like the class. Yes No
27. Certain pupils always want to have their own way.. Yes No
28. All pupils in my class are close friends. Yes No
29. Many pupils in our class say that school is easy. Yes No
30. In our class some pupils always want to do best. Yes No
31. Some pupils don't like the class. Yes No
32. All of the pupils in my class like one another. Yes No
33. Some pupils always do better than the rest of the class. Yes No
34. Schoolwork is hard to do. Yes No
35. Certain pupils don't like what other pupils do. Yes No
36. A few children in my class want to be first all of the time. Yes No
37. The class is fun. Yes No
38. Most of the pupils in my class know how to do their work. Yes No
39. Children in our class like each other as friends. Yes No

1. Do you like school?
2. Do you like the class you are in?
3. Tell me what you like about your class?
4. Tell me what you don't like about your class?
5. How hard is your schoolwork?
6. What do you think about the things you have to do in your class?
7. How pleased are you with your school work?
8. Do you think you are passing (or getting by)?
9. What would you say to a friend who asks you about this class?
10. How much do you think you are learning in this class?

1. What is your teacher like?
2. What do you especially like about your teacher? Not like?
3. Does the teacher have any habits you wish she/he would change?
   I mean the way she/he talks or does things. Tell me what you think.
4. (a) What does your teacher think of your work?
   (b) How do you think your teacher feels about you?
5. What would you like to be learning most?

IV. Osgood Semantic Differential Scale

On the following pages there are ways to say how you feel about yourself and others. Mark the list of words.

Each pair of words forms a scale. By making a checkmark along the scale you can show how you feel. Take a look to see how this is done.

I AM

SAD ___ ✓ ___ ___ ___ ___ ___ HAPPY

or

I AM

SAD ___ ___ ___ ___ ___ ___ ✓ HAPPY

Do not leave any scales blank. Do not puzzle over the items. Your first feelings are most important. Check each scale rapidly.

I AM

STRONG ___ ___ ___ ___ ___ ___ ___ WEAK

SILENT ___ ___ ___ ___ ___ ___ ___ TALKATIVE

DISHONEST ___ ___ ___ ___ ___ ___ ___ HONEST

TOUGH ___ ___ ___ ___ ___ ___ ___ FRAGILE

IMPORTANT ___ ___ ___ ___ ___ ___ ___ UNIMPORTANT

SAD ___ ___ ___ ___ ___ ___ ___ HAPPY

FOLLOWER ___ ___ ___ ___ ___ ___ ___ LEADER

FRIENDLY ___ ___ ___ ___ ___ ___ ___ UNFRIENDLY

VALUABLE ___ ___ ___ ___ ___ ___ ___ WORTHLESS

DEPENDENT ___ ___ ___ ___ ___ ___ ___ INDEPENDENT

SLOW	___	___	___	___	___	___	___ FAST
ACCEPTED	___	___	___	___	___	___	___ REJECTED
BAD	___	___	___	___	___	___	___ GOOD
HEALTHY	___	___	___	___	___	___	___ SICK
USEFUL	___	___	___	___	___	___	___ USELESS
CONTENTED	___	___	___	___	___	___	___ DISCONTENTED
COMPETITIVE	___	___	___	___	___	___	___ COOPERATIVE
RELAXED	___	___	___	___	___	___	___ TENSE
GENTLE	___	___	___	___	___	___	___ VIOLENT
EMOTIONAL	___	___	___	___	___	___	___ UNEMOTIONAL
CALM	___	___	___	___	___	___	___ EXCITABLE
ACTIVE	___	___	___	___	___	___	___ PASSIVE
LARGE	___	___	___	___	___	___	___ SMALL
CLEAN	___	___	___	___	___	___	___ DIRTY
BEAUTIFUL (HANDSOME)	___	___	___	___	___	___	___ UGLY
KIND	___	___	___	___	___	___	___ CRUEL
LOUD	___	___	___	___	___	___	___ SOFT
HOPEFUL	___	___	___	___	___	___	___ HOPELESS
GRACEFUL	___	___	___	___	___	___	___ AWKWARD
INTELLIGENT	___	___	___	___	___	___	___ UNINTELLIGENT
EDUCATED	___	___	___	___	___	___	___ IGNORANT
STABLE	___	___	___	___	___	___	___ CHANGEABLE
CAREFUL	___	___	___	___	___	___	___ CARELESS
OBEDIENT	___	___	___	___	___	___	___ DISOBEDIENT
SENSITIVE	___	___	___	___	___	___	___ INSENSITIVE
ORGANIZED	___	___	___	___	___	___	___ UNORGANIZED

INTERESTING	___	___	___	___	___	___	___ BORING
CARED FOR	___	___	___	___	___	___	___ NOT CARED FOR
I HAVE MANY FRIENDS	___	___	___	___	___	___	___ FEW FRIENDS

MY HOME IS

HARMONIOUS	___	___	___	___	___	___	___ "CHAOTIC"
PLEASANT	___	___	___	___	___	___	___ UNPLEASANT
SUCCESSFUL	___	___	___	___	___	___	___ UNSUCCESSFUL
INTERESTING	___	___	___	___	___	___	___ BORING
IMPORTANT	___	___	___	___	___	___	___ UNIMPORTANT
VALUABLE	___	___	___	___	___	___	___ WORTHLESS
ORGANIZED	___	___	___	___	___	___	___ UNORGANIZED
USUAL	___	___	___	___	___	___	___ UNUSUAL
CLEAN	___	___	___	___	___	___	___ DIRTY
LARGE	___	___	___	___	___	___	___ SMALL
STABLE	___	___	___	___	___	___	___ CHANGEABLE
NOISY	___	___	___	___	___	___	___ QUIET
PEACEFUL	___	___	___	___	___	___	___ FIGHTING

MY MOTHER IS

INSENSITIVE	___	___	___	___	___	___	___ SENSITIVE
STRONG	___	___	___	___	___	___	___ WEAK
DISHONEST	___	___	___	___	___	___	___ HONEST
IMPORTANT	___	___	___	___	___	___	___ UNIMPORTANT
SAD	___	___	___	___	___	___	___ HAPPY
VALUABLE	___	___	___	___	___	___	___ WORTHLESS
BAD	___	___	___	___	___	___	___ GOOD

FAIR	___	___	___	___	___	___	___ UNFAIR
HEALTHY	___	___	___	___	___	___	___ SICK
USEFUL	___	___	___	___	___	___	___ USELESS
INTERESTING	___	___	___	___	___	___	___ BORING
THRIFTY	___	___	___	___	___	___	___ GENEROUS
GENTLE	___	___	___	___	___	___	___ VIOLENT
RELAXED	___	___	___	___	___	___	___ TENSE
CALM	___	___	___	___	___	___	___ EXCITABLE
BEAUTIFUL (HANDSOME)	___	___	___	___	___	___	___ UGLY
KIND	___	___	___	___	___	___	___ CRUEL
LOUD	___	___	___	___	___	___	___ SOFT
PLEASANT	___	___	___	___	___	___	___ UNPLEASANT
RICH	___	___	___	___	___	___	___ POOR
APPROVING	___	___	___	___	___	___	___ DISAPPROVING
INTELLIGENT	___	___	___	___	___	___	___ UNINTELLIGENT
EDUCATED	___	___	___	___	___	___	___ IGNORANT
SEVERE	___	___	___	___	___	___	___ LENIENT
EMOTIONAL	___	___	___	___	___	___	___ UNEMOTIONAL
STABLE	___	___	___	___	___	___	___ CHANGEABLE
SUCCESSFUL	___	___	___	___	___	___	___ UNSUCCESSFUL
ORGANIZED	___	___	___	___	___	___	___ DISORGANIZED
STRICT	___	___	___	___	___	___	___ PERMISSIVE

MY FATHER IS

INSENSITIVE	___	___	___	___	___	___	___ SENSITIVE
STRONG	___	___	___	___	___	___	___ WEAK
DISHONEST	___	___	___	___	___	___	___ HONEST

IMPORTANT	___	___	___	___	___	___	___	UNIMPORTANT
SAD	___	___	___	___	___	___	___	HAPPY
VALUABLE	___	___	___	___	___	___	___	WORTHLESS
BAD	___	___	___	___	___	___	___	GOOD
FAIR	___	___	___	___	___	___	___	UNFAIR
HEALTHY	___	___	___	___	___	___	___	SICK
USEFUL	___	___	___	___	___	___	___	USELESS
INTERESTING	___	___	___	___	___	___	___	BORING
THRIFTY	___	___	___	___	___	___	___	GENEROUS
GENTLE	___	___	___	___	___	___	___	VIOLENT
RELAXED	___	___	___	___	___	___	___	TENSE
CALM	___	___	___	___	___	___	___	EXCITABLE
BEAUTIFUL (HANDSOME)	___	___	___	___	___	___	___	UGLY
KIND	___	___	___	___	___	___	___	CRUEL
LOUD	___	___	___	___	___	___	___	SOFT
PLEASANT	___	___	___	___	___	___	___	UNPLEASANT
RICH	___	___	___	___	___	___	___	POOR
APPROVING	___	___	___	___	___	___	___	DISAPPROVING
INTELLIGENT	___	___	___	___	___	___	___	UNINTELLIGENT
EDUCATED	___	___	___	___	___	___	___	IGNORANT
SEVERE	___	___	___	___	___	___	___	LENIENT
EMOTIONAL	___	___	___	___	___	___	___	UNEMOTIONAL
STABLE	___	___	___	___	___	___	___	CHANGEABLE
SUCCESSFUL	___	___	___	___	___	___	___	UNSUCCESSFUL
ORGANIZED	___	___	___	___	___	___	___	DISORGANIZED
STRICT	___	___	___	___	___	___	___	PERMISSIVE

THE PERSON I LIVE WITH IS

INSENSITIVE	___	___	___	___	___	___	___	SENSITIVE
STRONG	___	___	___	___	___	___	___	WEAK
DISHONEST	___	___	___	___	___	___	___	HONEST
IMPORTANT	___	___	___	___	___	___	___	UNIMPORTANT
SAD	___	___	___	___	___	___	___	HAPPY
VALUABLE	___	___	___	___	___	___	___	WORTHLESS
BAD	___	___	___	___	___	___	___	GOOD
FAIR	___	___	___	___	___	___	___	UNFAIR
HEALTHY	___	___	___	___	___	___	___	SICK
USEFUL	___	___	___	___	___	___	___	USELESS
INTERESTING	___	___	___	___	___	___	___	BORING
THRIFTY	___	___	___	___	___	___	___	GENEROUS
GENTLE	___	___	___	___	___	___	___	VIOLENT
RELAXED	___	___	___	___	___	___	___	TENSE
CALM	___	___	___	___	___	___	___	EXCITABLE
BEAUTIFUL (HANDSOME)	___	___	___	___	___	___	___	UGLY
KIND	___	___	___	___	___	___	___	CRUEL
LOUD	___	___	___	___	___	___	___	SOFT
PLEASANT	___	___	___	___	___	___	___	UNPLEASANT
RICH	___	___	___	___	___	___	___	POOR
APPROVING	___	___	___	___	___	___	___	DISAPPROVING
INTELLIGENT	___	___	___	___	___	___	___	UNINTELLIGENT
EDUCATED	___	___	___	___	___	___	___	IGNORANT
SEVERE	___	___	___	___	___	___	___	LENIENT
EMOTIONAL	___	___	___	___	___	___	___	UNEMOTIONAL

STABLE	___	___	___	___	___	___	___ CHANGEABLE
SUCCESSFUL	___	___	___	___	___	___	___ UNSUCCESSFUL
ORGANIZED	___	___	___	___	___	___	___ DISORGANIZED
STRICT	___	___	___	___	___	___	___ PERMISSIVE

MY BEST FRIEND IS

HAPPY	___	___	___	___	___	___	___ SAD
VALUABLE	___	___	___	___	___	___	___ WORTHLESS
IMPORTANT	___	___	___	___	___	___	___ UNIMPORTANT
SILENT	___	___	___	___	___	___	___ TALKATIVE
SENSITIVE	___	___	___	___	___	___	___ INSENSITIVE
HONEST	___	___	___	___	___	___	___ DISHONEST
FRIENDLY	___	___	___	___	___	___	___ UNFRIENDLY
INTERESTING	___	___	___	___	___	___	___ BORING
LEADER	___	___	___	___	___	___	___ FOLLOWER
COMPETITIVE	___	___	___	___	___	___	___ COOPERATIVE
THRIFTY	___	___	___	___	___	___	___ GENEROUS
CALM	___	___	___	___	___	___	___ EXCITABLE
STABLE	___	___	___	___	___	___	___ CHANGEABLE
TOUGH	___	___	___	___	___	___	___ FRAGILE
INTELLIGENT	___	___	___	___	___	___	___ UNINTELLIGENT
KIND	___	___	___	___	___	___	___ CRUEL
BEAUTIFUL (HANDSOME)	___	___	___	___	___	___	___ UGLY
LOUD	___	___	___	___	___	___	___ SOFT
DEEP	___	___	___	___	___	___	___ SHALLOW

MY TEACHER IS

INSENSITIVE	___	___	___	___	___	___	___	SENSITIVE
DISHONEST	___	___	___	___	___	___	___	HONEST
UNIMPORTANT	___	___	___	___	___	___	___	IMPORTANT
FRIENDLY	___	___	___	___	___	___	___	UNFRIENDLY
BAD	___	___	___	___	___	___	___	GOOD
STRONG	___	___	___	___	___	___	___	WEAK
FAIR	___	___	___	___	___	___	___	UNFAIR
USEFUL	___	___	___	___	___	___	___	USELESS
INTERESTING	___	___	___	___	___	___	___	BORING
ORGANIZED	___	___	___	___	___	___	___	DISORGANIZED
RELAXED	___	___	___	___	___	___	___	TENSE
CALM	___	___	___	___	___	___	___	EXCITABLE
USUAL	___	___	___	___	___	___	___	UNUSUAL
SEVERE	___	___	___	___	___	___	___	LENIENT
APPROVING	___	___	___	___	___	___	___	DISAPPROVING
PLEASANT	___	___	___	___	___	___	___	UNPLEASANT
LOUD	___	___	___	___	___	___	___	SOFT
STRICT	___	___	___	___	___	___	___	PERMISSIVE
SUCCESSFUL	___	___	___	___	___	___	___	UNSUCCESSFUL
TOUGH	___	___	___	___	___	___	___	FRAGILE

POLICEMEN ARE

STRONG	___	___	___	___	___	___	___	WEAK
DISHONEST	___	___	___	___	___	___	___	HONEST
IMPORTANT	___	___	___	___	___	___	___	UNIMPORTANT
FRIENDLY	___	___	___	___	___	___	___	UNFRIENDLY

VALUABLE	___	___	___	___	___	___	___ WORTHLESS
BAD	___	___	___	___	___	___	___ GOOD
FAIR	___	___	___	___	___	___	___ UNFAIR
USEFUL	___	___	___	___	___	___	___ USELESS
SEVERE	___	___	___	___	___	___	___ LENIENT
EDUCATED	___	___	___	___	___	___	___ IGNORANT
APPROVING	___	___	___	___	___	___	___ DISAPPROVING
INTELLIGENT	___	___	___	___	___	___	___ UNINTELLIGENT
PLEASANT	___	___	___	___	___	___	___ UNPLEASANT
KIND	___	___	___	___	___	___	___ CRUEL
BRAVE	___	___	___	___	___	___	___ COWARDLY
SUCCESSFUL	___	___	___	___	___	___	___ UNSUCCESSFUL

APPENDIX B

RESOURCE MATERIALS FOR DAHR PROGRAM

Resource Materials for DAHR Program

Introduction

Philosophy of the Program

Basic Assumptions

General Aims

Curriculum

Role Playing

I. Orientation

Adapting to a New School Environment

Orientation to the Program

II. Communication

Verbal Communication Exercises

Non Verbal Communication Exercises

Self Expression Activities

Group Communication

Misconceptions in Communication

III. Self Awareness

Self

Friendship

IV. Feelings and Emotions

Emotions

Feelings

V. Value Clarification

Values

Attitudes

Prejudice

VI. Responsibility

Handicaps

Law

Drugs

VII. Growth and Development

Birth

Growing Up

VIII. The Family

Sociological Aspects

Your Family

Optional Units

IX. Sexuality

Reproduction

Sexual Attitudes

Male-Female Roles

Premarital Intercourse

Birth Control

Homosexuality

Venereal Disease

X. Love, Dating, and Courtship

Dating -- Mate Selection

Love

Pre-Marital Pregnancy

XI. Marriage

Readiness for Marriage

Marriage

Marriage Breakup

"Living Together"

XII. Careers

Career Planning

How to Get and Keep a Job

XIII. Death and Dying

Teacher References

Student Experiences

XIV. Resources

Reference Books

Student Books

Films

Records, Articles, Publications, Pamphlets, Games

Other Materials

This handbook is available from the author of this thesis, the Edmonton Public School Board, or the Department of Educational Psychology.